



1er Grado

INGLÉS I



TELEsecundaria

La elaboración de *Inglés I. Apuntes* estuvo a cargo de la Dirección General de Materiales Educativos de la Subsecretaría de Educación Básica.

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Presentación



La Secretaría de Educación Pública, comprometida con la comunidad de telesecundaria —autoridades, docentes, alumnos, padres de familia—, se dio a la tarea de fortalecer el modelo de enseñanza-aprendizaje de esta modalidad educativa. Este modelo fortalecido ofrece materiales que apoyan de manera significativa la comprensión y dominio de los contenidos de los planes de estudio vigentes.

La serie de Apuntes Bimodales de Telesecundaria está desarrollada para que maestros y alumnos compartan un mismo material a partir del trabajo de proyectos, estudios de caso o resolución de situaciones problemáticas. Con este objetivo se han desarrollado secuencias de aprendizaje que despiertan el interés de los alumnos por la materia, promueven la interacción en el aula y propician la colaboración y la participación reflexiva, además de que emplean una evaluación que orienta las decisiones tanto del docente como del alumno y establecen estrategias claras de vinculación con la comunidad.

Estos materiales, que la SEP pone ahora en manos de alumnos y maestros, expone de manera objetiva los temas, conceptos, actitudes y procedimientos necesarios para un mayor y mejor entendimiento de cada una de las materias que comprende la serie.

El empleo de estos Apuntes Bimodales y las sugerencias que brinde la comunidad de telesecundaria darán la pauta para el enriquecimiento y mejora de cada una de las ediciones de esta obra que busca contribuir a una educación equitativa y de calidad en el país.

SECRETARÍA DE EDUCACIÓN PÚBLICA

En los Apuntes de Inglés se utilizaron iconos que representan determinadas actividades. Los incluimos a continuación para facilitar su identificación y uso.



Speak / Hablar



Think / Pensar



Play / Jugar



Write / Escribir



Read / Leer

Introduction/ Introducción

Classroom language / *Lenguaje en el salón de clases*

Purpose/Propósito

El alumno:

El propósito de esta unidad es proporcionar a los estudiantes algunas expresiones básicas usadas dentro del salón de clase que le permitirán comunicarse en Inglés durante las lecciones del idioma extranjero.

Topics/ Temas

- | | |
|----------|--|
| Lesson 1 | Hello! Goodbye! |
| Lesson 2 | How do you spell it? |
| Lesson 3 | How old are you? |
| Lesson 4 | Sit down! |
| Lesson 5 | When's your birthday? |
| Lesson 6 | What's the meaning of <i>sharpener</i> ? |

6 sessionss, 2 weeks / 6 sesiones, 2 semanas

Lesson 1

Hello! Goodbye!



Read

1. Look at the pictures. Match the conversation (1, 2, 3) to the pictures.
Observa las imágenes. Escribe el número de la conversación correspondiente a cada uno.






1)
Bus driver: Good morning, My name is Paul. Welcome to the bus!
Pedro: My name is Pedro. Good morning sir.
Bus driver: Nice to meet you Pedro.

2)
Pedro: Hi. My name is Pedro
Okan: Hello Pedro. I am Okan.
Pedro: How are you?
Okan: I'm fine, thanks. And you?
Pedro: OK.

3)
Bus driver: Have a nice day guys!
Pedro: Bye Paul!
Group of SS: Goodbye!
Bus driver: See you in the afternoon!

2. Indicate the time of the conversations.
Indica el tiempo en que se desarrollaron las conversaciones.

		
morning <input type="checkbox"/>	afternoon <input type="checkbox"/>	evening <input type="checkbox"/>



Think



Write

3. Complete the information. Use the words in the box.
Completa la información. Usa las palabras del cuadro.

informal

formal

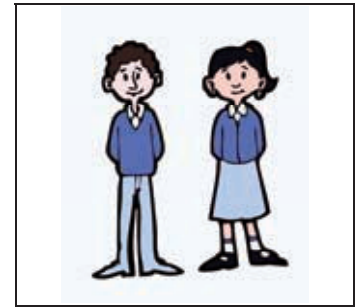
Conversation 1) is _____ and Conversation 2) is _____.

4. Look at the pictures and complete the dialogue.
Observa las imágenes y completa los diálogos.

Memo: Good _____, Mr. Gómez.
Mr. Gómez: _____ morning Memo. _____ are you?
Memo: I'm _____, thanks, and you?
Mr. Gómez: _____



Ema: _____. My name is Ema.
Rodrigo: _____ Ema. ___ am Rodrigo.
Ema: How are _____?
Rodrigo: I'm fine, _____.



Speak

5. In pairs, create a dialogue, similar to the ones in 4. Then present it to the class.
En parejas, elaboren un diálogo similar a los del ejercicio 4. Posteriormente preséntenlo a la clase.

6. Complete the chart.
Completa el cuadro.

Greetings	Time	Spanish
Good morning	6 a.m. – 12 p.m.	
Good afternoon		
Good evening		

Farewells	Spanish
Good bye	Buenas noches Nos vemos
See you	

Lesson 2

How do you spell it?



Read

1. Fill in the blanks with the words in the box.
Completa los espacios con las palabras del cuadro.

Teacher: Good morning class. I'm going to call the roll.
Number one, Álvarez.
Álvarez: Present.
Teacher: Number two, Bonilla
Bonilla: Here.
Teacher: Number _____, Huerta
Student: Absent.
Teacher: Number twelve, Linares
Linares: Present
Teacher: Number _____, Suárez
Suárez: Present.
Teacher: Number twenty – three, Mmm ! Tes, tech..
Texcalpa: It is Texcalpa.
Teacher: How do you spell it?
Texcalpa: T-E-X-C-A-L-P-A
Teacher: OK. Number twenty – three, Texcalpa
Texcalpa: Present
Teacher: Number twenty – nine, Viguera
Student: Absent.
Teacher: Number _____, Zapata
Zapata: Present.
Teacher: OK. Let's start the class.

eight
twenty
thirty



Think

2. Look at the underlined words in the dialogue. Use them to complete these sentences.

Completa las ideas con las palabras subrayadas en el diálogo.

1. You answer _____ or _____ when you **are** in the class.
2. You answer _____ when somebody **is not** in the class.
3. Look at the words in **bold** in exercise 2. What do they mean?
Observa las palabras en negritas en el ejercicio 2. ¿Qué significan?



Write



Speak

3. Look at the table below. Repeat the pronunciation of the letters.
Observa la tabla anterior. Repite la pronunciación de las letras.

LETRA	LETRA
A –ei	N – en
B –bi	O – ou
C – ci	P – pi
D – di	Q – quiu
E – i	R – ar
F – ef	S – es
G – yi	T – ti
H – eich	U – iu
I – ai	V – vi
J – yei	W – dobliu
K – kei	X – ecs
L – el	Y – uai
M – em	Z – dzi

4. Create a classroom directory. Ask 5 partners for their full name. Ask them to spell their name or family name and take notes. Follow the example.
Crea un directorio. Pregunta a 5 compañeros su nombre completo. Pídeles que deletreen su nombre o su apellido y toma nota. Sigue el ejemplo.



MY CLASSROOM DIRECTORY	
Family name(s)	Name
Alvarado Gomez	Juan

Lesson 3

How old are you?



Read

1. Read the dialogue from the previous lesson again. Complete this table with the missing words.

Lee otra vez el diálogo de la lección anterior. Completa la tabla con las palabras que faltan.

NÚMEROS	NUMBERS
1	
2	
3	Three
4	Four
5	Five
6	Six
7	Seven
8	
9	Nine
10	Ten
11	Eleven
12	
13	Thirteen
14	Fourteen
15	Fifteen
16	Sixteen
17	Seventeen
18	Eighteen
19	Nineteen

NÚMEROS	NUMBERS
	Twenty
21	Twenty one
22	Twenty two
23	
.....	
29	
30	Thirty
31	Thirty one
32	Thirty two
....
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety
100	One hundred



Speak

2. Practice saying the numbers.
Practica repitiendo los números.



Think

3. Look at the numbers 21 – 29, 31 – 39, 41 – 59, etc. What do they have in common? How are these numbers formed in English? Write the rule.
Observa los números 21-29, 31-39, 41-59, etc. ¿qué tienen en común? Cómo es que estos números se forman en inglés? Escribe la regla.
-



Write

4. Answer the following questions about yourself.
Contesta las siguientes preguntas.

How old are you?	I am _____ years old.
How old is your teacher?	He/she is _____ years old.
How old is your best friend?	He/she is _____ years old.
How old is your mother?	She is _____ years old.
How old is your father?	He is _____ years old.



Speak

5. Ask your partner the questions above. Write his/her answers.

Realiza las preguntas del ejercicio anterior a tu compañero y anota sus respuestas.

Partner's name: _____
 Age: _____
 Teacher's age: _____
 Best friend's age: _____
 Mother's age: _____
 Father's age: _____

6. Write the result with the word in English. Follow the example.

Escribe el resultado en inglés de las siguientes operaciones. Fíjate en el ejemplo.

20 + 5 = <u>twenty five</u>	60 - 2 = _____
30 - 1 = _____	70 + 3 = _____
30 - 8 = <u>thirty eight</u>	9 x 9 = _____
40 + 6 = _____	90 + 4 = _____

7. With numbers you can say your age.

Con los números también puedes decir tu edad.

How old are you?	I am twelve years old.
How old is María?	She is thirteen years old.
How old is Luis?	He is fourteen years old.



How old is Sarah? _____



How old is he? _____

Lesson 4

Sit down!



Read

1. Look at the pictures in exercise 2. Are these situations familiar to you?
Observa las imágenes en el ejercicio 2. ¿Te son familiares estas situaciones?
2. Match the pictures (1,2,3) with the dialogues.
Escribe sobre la línea el número que relacione la imagen con el diálogo.

1)



2)



3)



I'm sorry.
I'm late!
May I come in?

Yes, Peter close
the door!
Sit down, please! And open
your book at page 25

Everybody, be quiet please!
If you want to talk please raise
your hand!



Think

3. Look at the dialogues in 2 again. The teacher is giving some instructions. What are they?
¿Cuáles son las instrucciones que está dando el profesor en los diálogos del ejercicio anterior?

4. Match the columns.
Relaciona las columnas.

Circle

Underline

Work in pairs

Complete

Read

Listen

Work in teams



Underline



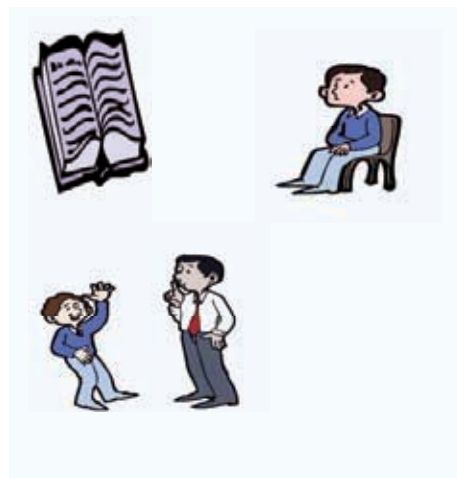
Circle

5. Circle the best option.
Encierra la opción que se relacione con el dibujo.

- a) Open your book.
- b) Close your book.

- a) Stand up.
- b) Sit down.

- a) Listen to the teacher.
- b) Listen to the CD.





Think

6. Write the answer on the line.
Escribe la respuesta sobre la línea.

Commands always start with a : _____

- a) verb
- b) noun

7. Match the pictures with the instructions.
Relaciona las imágenes con las instrucciones.

A



B



C



D



- Open the window. _____
- Close the door. _____
- Please, stand up. _____
- Sit down. _____
- Be quiet! _____
- May I come in? _____

E













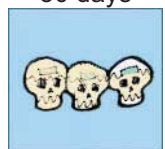

F



Lesson 5

When's your birthday?

1. Look at the calendar. Complete it with the words in the box.
Observa el calendario. Completa la información con las palabras del cuadro.

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
u	o	u	e	h	r	a	u	o	u	e	h	r	a	u	o	u	e	h	r	a	u	o	u	e	h	r	a
n	n	e	d	r	i	t	n	n	e	d	r	i	t	n	n	e	d	r	i	t	n	n	e	d	r	i	t
January 31 days 							28 days (29 every four years) 							March 31 days 							30 days 						
31 days 							June 30 days 							31 days 							August 31 days 						
September 30 days 							31 days 							30 days 							December 31 days 						

October	May	July	April	February	December
---------	-----	------	-------	----------	----------

2. Complete the information.
Completa la información.

St. Valentine's Day is on 14 th February
 Flag's day is on _____

Spring starts on _____
 Children's day is on _____
 Mother's day is on _____
 Columbus day is on _____
 Christmas day is on _____



Read

3. Read the dialogues and complete the chart.
Lee los diálogos y completa el cuadro.

- 1)
 Alessandra: César, when's your birthday?
 César: It's on 2nd April.
- 2)
 Alessandra: Susan, when's your birthday?
 Susan: It's on 19th June.
- 3)
 Alessandra: Pamela, when's your birthday?
 Pamela: It's on 21st March.
- 4)
 Alessandra: Joe, when's your birthday?
 Joe: It's on 23rd November.



My Birthday Calendar

Susan	Joe	César	Pamela



Think

4. Choose the answers.

Selecciona la respuesta.

- 1) We use _____ to tell dates. a) on b) in
- 2) We use _____ to tell the date.
 a) ordinal numbers (1st, 2nd, 3rd, 4th...)
 b) cardinal numbers (1, 2, 3, 4, ...)

- 3) Months of the year start with _____
 a) small letter
 b) capital letter



Speak



Write

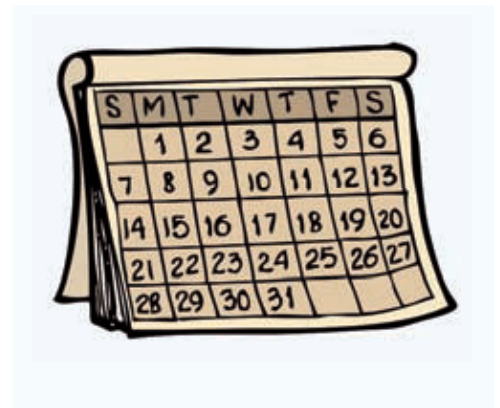


5. Make your own Birthday Calendar.
Elabora tu propio calendario de cumpleaños.

NAME	BIRTHDAY

6. Look at the calendar below. Complete it with the dates (ordinal numbers: 1st, 2nd, etc.)
Observa el calendario. Complétalo con las fechas (números ordinales: 1st, 2nd, etc.)

MAY 200__						
Sun	Mon	Tue	Wed	Thurs	Fri	Sat
	1 st	2nd	3rd	4 th	5th	6th
7th	8 th					
21st	22nd					
28	29th					



7. Order the letters to form the days of the week.

Ordena las letras para formar el nombre de un día de la semana y escríbelo sobre la línea.

Sun n/y/s/d/u/a _____
Mon o/n/d/m/a/y _____
Tues s/t/a/u/d/e/y _____
Wed d/e/w/n/a/s/d/y/e _____
Thurs d/y/h/t/a/r/u _____
Fri y/d/a/r/f/i _____
Sat t/r/a/y/a/s/u/d _____

Lesson 6

What's the meaning of *sharpener*?



Read



write

1. Read the dialogue between Miss. Suárez and Juan's mother then complete the list on the blackboard.

Lee el diálogo entre la maestra y la mamá de Juan. Completa en el pizarrón la lista.

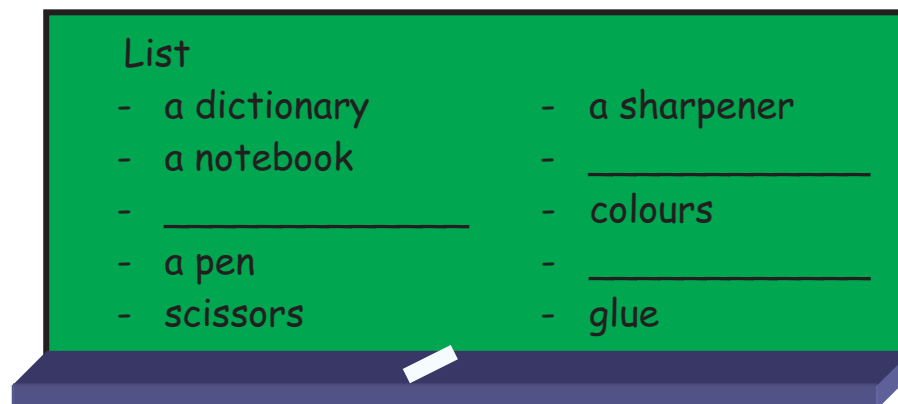
Miss Suárez: Good morning Juan.

Juan: Good morning Miss. Suárez. This is my mother. She wants to know the list of items for the class.

Miss. Suárez: Of course. The students will need a dictionary, a notebook, a sharpener, an eraser, a pen, a pencil, scissors, glue and colors.

Juan, copy the list on the blackboard, please.

Juan's mother: Thank you Miss. Suárez. Bye.



Miss. Suárez: Have you finished to copy?

Students: Yes.

Juan: Excuse me, what's the meaning of sharpener?

Miss. Suárez: It is an item you use to sharpen your pencil.

Lucía: And, what's the meaning of scissors?

Miss. Suárez: You use it to cut. And in a dictionary you can find the meaning of many words.



Think

2. Circle the words which are not a school object.

Encierra las palabras que no sean un objeto del salón de clase.

scissors

pen

six

sharpener

dog

blackboard

book

eraser

water

flower

notebook

twenty

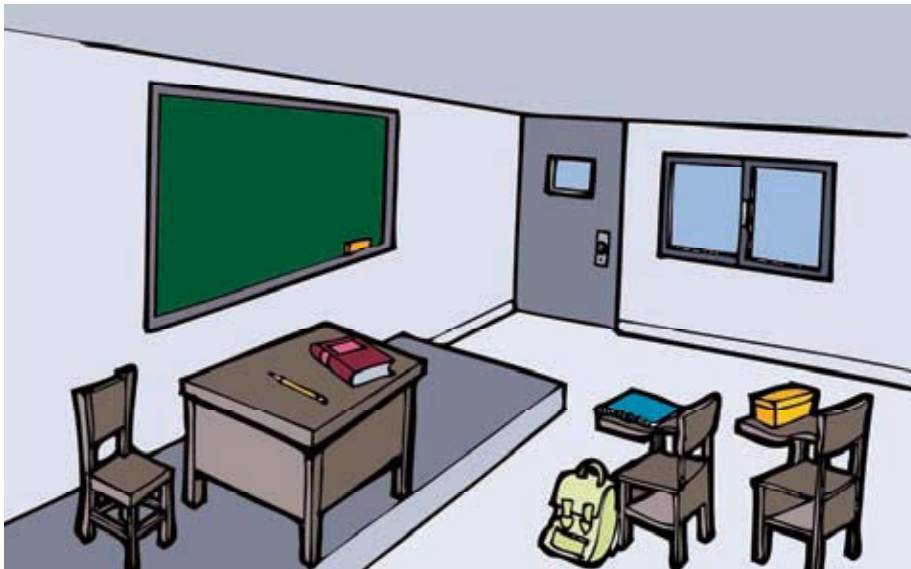
pencil

cat

dictionary

3. Look at the pictures and write in circle the number to match them with the word.

Observa la imagen y escribe el número en cada círculo para relacionar la palabra con el dibujo.



1. blackboard
2. desk
3. notebook
4. schoolbag
5. pencil
6. pencil case
7. chair
8. door
9. window
10. book

4. Answer the questions.
Contesta las preguntas.

What's the question that Juan and Lucía use to ask for the meaning of a word?

What's the meaning of *sharpener*?

What's the meaning of *scissors*?



Read

5. Read the text.
Lee el texto.

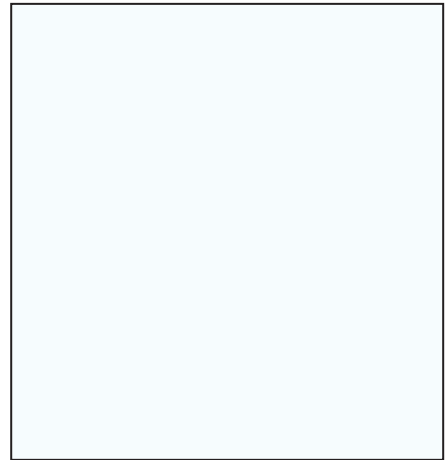
Hi, my name is Jorge. I'm Thirteen years old. I'm a student in secondary school. I like English class and this is my book. This is my notebook, this is my dictionary, this is my pen and these are my colors. That is my pencilcase, that is my ID card and that is my lunch.





Write

6. Describe the items you have in your schoolbag and draw it. Use Jorge's example.
Describe lo que llevas en tu mochila e ilústralo. Usa el ejemplo de Jorge.



INGLÉS I

Unit 1

Personal Identification/Identificación personal

Unit 1

Personal identification / Identificación personal

Purpose/Propósito

El alumno:

El propósito de esta unidad es que los estudiantes tengan la habilidad de presentarse y presentar a otros así como proporcionar detalles personales.

Topics / Temas

Lesson 1	At a party
Lesson 2	Her name is Azucena.
Lesson 3	My father is a mechanic.
Lesson 4	I'm a student.
Lesson 5	What do you do?
Lesson 6	Are you a student?
Lesson 7	My school ID card.
Lesson 8	Where do you live?
Lesson 9	I live in a small town.
Lesson 10	David is a soccer player.
Lesson 11	At the archaeological site.
Lesson 12	Where are you from?
Lesson 13	Are you from Brazil?
Lesson 14	A creature from space.
Lesson 15	Nationality means <i>nacionalidad</i> .
Lesson 16	What about your brother or sister?
Lesson 17	Send me an e-mail.
Lesson 18	Review.

18 sessions, 6 weeks / 18 sesiones, 6 semanas

Lesson 1

At a party.



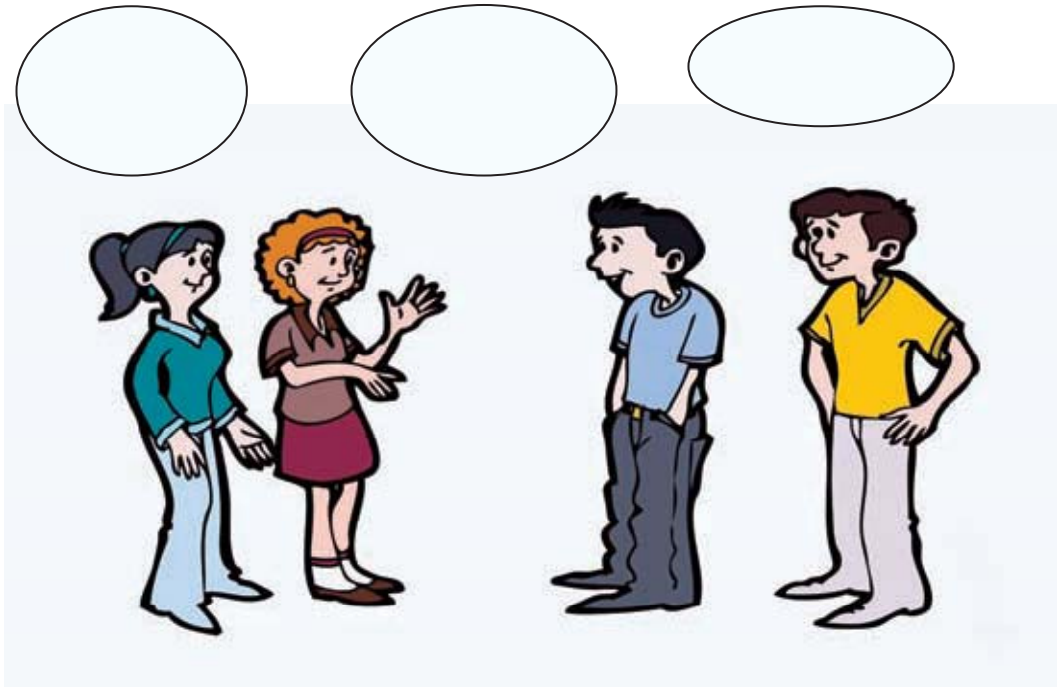
Read

1. Look at the pictures. Write the expressions to complete the conversation.
Observa las imágenes. Escribe en los espacios las expresiones para lograr una conversación.

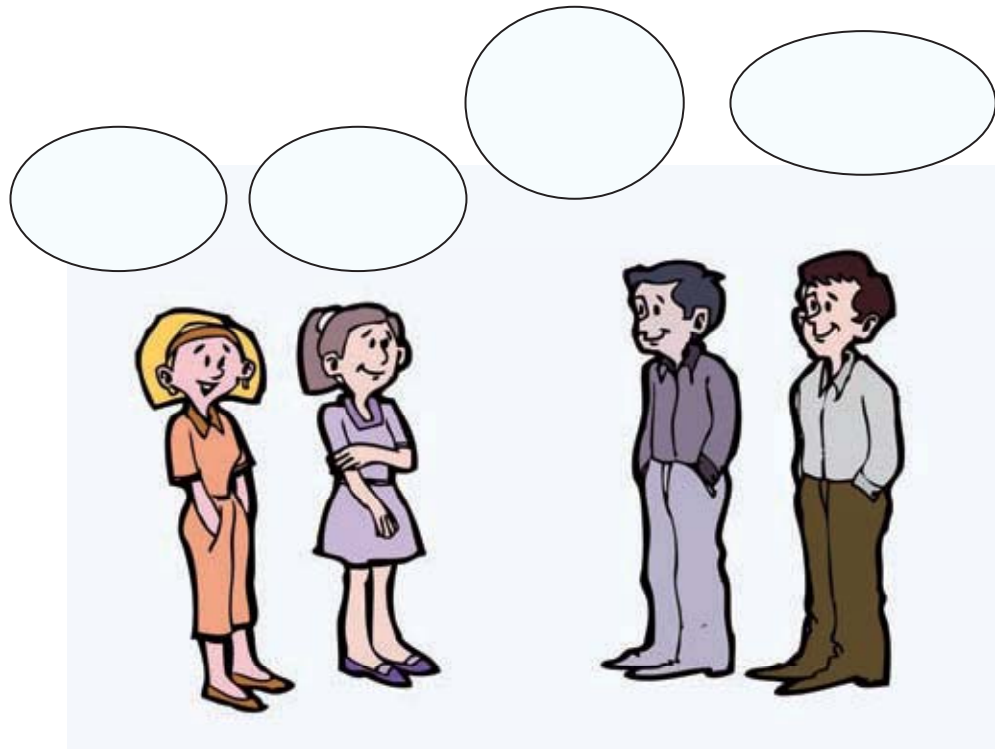
1)



2)



3)



2. Write 1 or 3 to order the conversation.
Escribe 1 o 3 para ordenar la conversación.

 Marcos: Nice to meet you, too.
 Hugo: Nice to meet you, too.

 2
 Carolina: Look that is my friend Lucía.
 Lucía! Come, please.
 Carolina: Lucía this is Hugo and this is Marcos.
 Lucía: Nice to meet you.

 Carolina: Hello! My name is Carolina. What's your name?
 Marcos: Hi! I'm Marcos and this is my friend Hugo.
 Hugo: Nice to meet you.



Think

3. Underline the correct word.
Subraya la palabra adecuada.



This / That



This / That

4. Underline the correct sentence.
Subraya la oración correcta.



- a) Look, María! that is my brother.
- b) María, this is my brother.



- a) This is my friend Jorge Luis.
- b) That is my friend Jorge Luis.



Write

5. Write this or that.
*Escribe **this** o **that** sobre la línea.*

1. Look! Susana, _____ is my sister .



2. I live in _____ yellow house.



3. _____ is my schoolbag.



Lesson 2

Her name is Azucena.



Read

1. Read the text.
Lee el texto.



Good morning. I'm Ruben. I want to talk about my family. This is my mother, **her** name is Azucena and this is my father, **his** name is Fernando. He is a teacher. I have two brothers, **their** names are Joaquin and Jorge. I have one sister, **her** name is Sofia. My brothers and me play soccer every Sunday in the team "Los rayos". My father is **our** coach. He is **my** favorite soccer player.



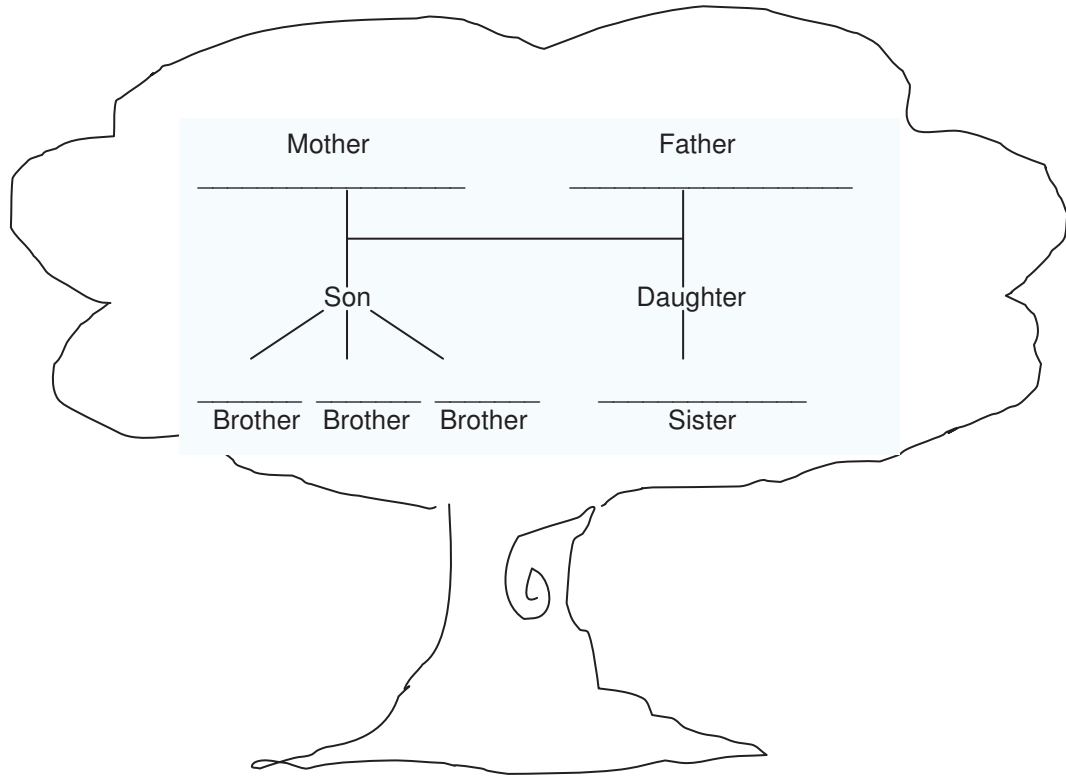
Think

2. Write who make reference to the words.
Escribe a quién se refieren las palabras siguientes.

1. Her (line 1) refers to: Azucena
2. His (line 2) refers to: _____
3. Their (line 3) refers to: _____
4. Her (line 3) refers to: _____
5. Our (line 5) refers to: _____

6. My (line 4) refers to: _____

3. Write the names.
Escribe los nombres.



Personal Pronouns	Possessive adjectives
I	My
You	Your
He	His
She	Her
It	Its
They	Their
We	Our



Write

4. Write the correct word to complete the sentences.

Escribe la palabra o palabras que hagan falta para completar las oraciones.

Mariana is my sister. She is a secretary.

Luis is my brother. _____ is twelve years old.

My mother is a nurse. _____ name is Victoria.

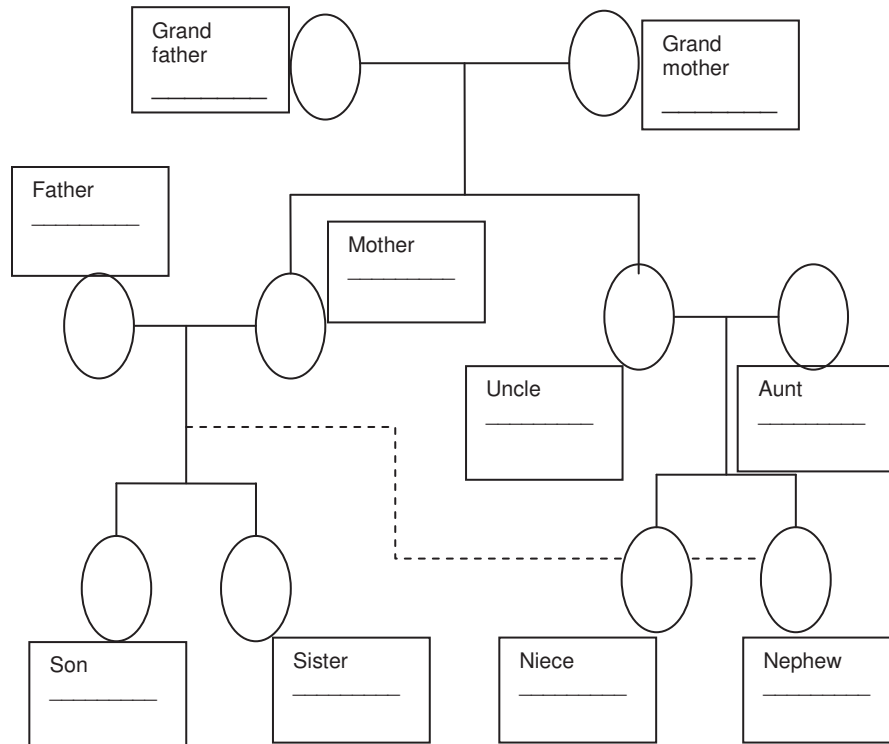
My father is thirty five years old. _____ name is Fernando.

Luis and Toño are my cousins. _____ study at secondary school.

I am Jorge Luis. _____ favorite sport is soccer.

5. Complete the family tree. Write the names of the members of your family.

Completa el árbol genealógico con los miembros de tu familia. Escribe sus nombres sobre la línea.



6. Write a short text about your family and draw it.

Escribe un pequeño texto como el de Rubén para describir a tu familia y usa el espacio para dibujarla.

My family



Lesson 3

My father is a mechanic.



Read

1. Read the next text.

Lee el siguiente texto

At the classroom

En el salón de clase.

Laura is presenting her father to her classmates.

Laura presenta a su papá con sus compañeros de clase.

My father is a mechanic. His name is Alonso Hernández. **He's** 40 years old. He has his own business, he knows everything about mechanics. He has too much experience, such like 20 years. His labor is to repair all kind of motors like trucks, double decker busses, cars and motorcycles. He is the best mechanic in all my community. **I'm** the youngest I have two brothers. **They're** always helping my father with his job.

2. Answer the questions.
Responde las preguntas.

What does her father do?

He is a _____

What's the name of her father?

What's his last name?

How old is he?

How many years does he have of experience?



Write

3. Write the contractions.
Escribe las contracciones.

e.g. They are

they're

He is

I am

She is

It is

You are

We are

FOCUS ON LANGUAGE

Pronoun + Verb to be = Contraction

I + am = I'm



Think

4. Select the answer and write it on the line.
Selecciona la respuesta y escríbela sobre la línea.

We use an _____ to join two words.

a) (') apostrophe

b) (,) comma



Write

7. Write a paragraph describing the occupation of somebody of your family members.

Escribe un párrafo en dónde describas la ocupación de algún miembro de tu familia.

Lesson 4

I'm a student.



Read

1. Read the text

Lee el texto.



My name is Robert Smith. I'm a British writer. I'm 75 years old. My birthday is on 21st June. I live in 312 Rivolli Street, Paris, France. My telephone number is 34 56 89. My e-mail address is rob-sm@lovepoems.com I have one brother. His name is Tom. He is a photographer.

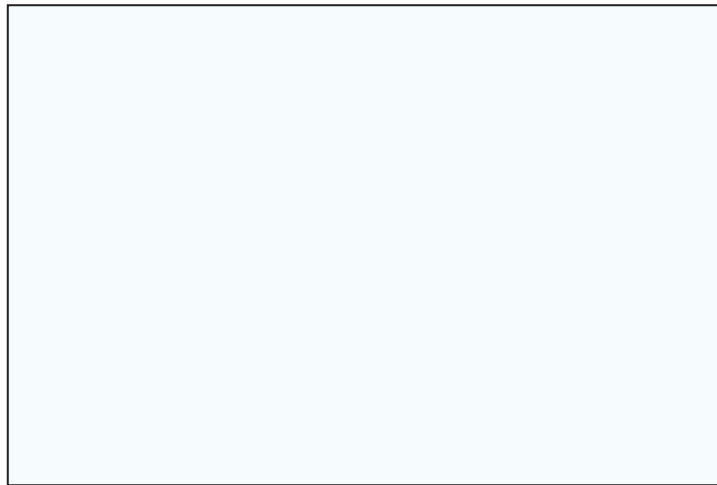


Write

2. Complete the information.
Completa la información.

First name: _____
Last name: _____
Occupation: _____
Address: _____
E-mail: _____
Last name: _____
Nationality: _____
Telephone number: _____
Date of birth: _____

3. Draw yourself.
Dibújate.



4. Write a text with your personal information similar to text 1.
Escribe un texto con tu información personal, tomando como ejemplo el que aparece al inicio de la lección.

Í'm..... _____



Speak

5. Present your personal information to the classroom.
Presenta tus datos personales ante la clase.

Lesson 5

What do you do?



Read

1. Read the dialogue.
Lee el diálogo.

At a Journal.

En una editorial de periódico.

- Karla : Hi. My name is Karla
- Robert: I'm Robert. What do you do?
Are you a model?
- Karla: No, I'm a journalist and you?
- Robert: I'm a photographer.
I work here.
- Karla: Cool! I'm looking for a job.
- Robert: Good luck!
Nice to meet you!
- Karla: Nice to meet you too!
Thanks!





Think

2. How do we ask someone for their occupation?
¿ Cómo preguntamos por la ocupación del alguien?.
-

3. Write on the line the article according to the sentence.
Escribe sobre la línea el artículo según corresponda.

a
an

Article _____ is used with words starting with a vowel **sound**
Article _____ is used with words starting with a consonant **sound**

4. Match the occupations with the drawings.
Relaciona las ocupaciones con los dibujos.

A mechanic



A soccer player



An engineer



A plumber

An actress





Write

5. Write *a* or *an* in the blanks.

Escribe a o an sobre la línea según corresponda.

_____ doctor	_____ accountant	_____ engineer
_____ journalist	_____ policeman	_____ teacher
_____ lawyer	_____ designer	_____ plumber

6. Interview your partner and write down the information you get.

Entrevista a tu compañero y escribe la información que obtengas.

Use the key questions:

What do you do?

I'm a student.

What does your father do?

He's a carpenter.

What does your mother do?

She's a nurse.

- 1) _____
- 2) _____
- 3) _____

Lesson 6

Are you a student?



Read

1. Read the dialogue.

Lee el diálogo.

Ema and Luis are looking at Ema's album.

Ema y Luis están viendo el álbum de Ema.

Luis: Who is this Ema?
 Ema: That's me!

Luis: How old are you?
 Ema: I'm twelve years old.

Luis: Are you a student?
 Yes, I am a student.
 And you?

Luis: No, I'm a secondary teacher.
 Who is this?

Emma: That's my grandmother!

Luis: How old is she?
 Emma: She's 79 years old.

Luis: What does she do?



2. Answer the next questions according to the dialogue above.
Responde las siguientes preguntas de acuerdo al diálogo anterior.

e.g. Are Emma and Luis students? No, they aren't.
Is Emma twelve years old? Yes, she is.

Is Emma a student?

Is Luis a journalist?

Is Ema's grandmother 79 years old?



Think

3. Complete the information. Write on the line if the sentences are affirmative or negative.

Completa la información. Escribe sobre la línea si las oraciones son afirmativas o negativas.

1) Are you a student?
Yes, I am. _____
No, I'm not. _____

2) Isn't she a teacher?
Yes, she is. _____
No, she isn't. _____

3) Is it hard to be an architect?
Yes, it is. _____
No, it isn't. _____

affirmative
negative



Write

4. Complete the dialogue.
Completa el diálogo.

Tomas: Hi. Are you a student?
Liu: Yes, I am. My name is Liu Huang.
Tomas: I _____ sorry. Please say that again. _____ your first name Lou Huang?
Liu: No, it _____ Lou. _____ L-I-U.
Tomas: OK! _____ today your first day here?
Liu: Yes, it _____.
Tomas: Nice to meet you!
Liu: Nice to meet you too! See you later.



Speak

5. Practice the dialogue 4 with your partners.
Practica el diálogo 4 con tus compañeros.

Lesson 7

My school ID card.



Read

Teacher: Good morning!
Student: Good morning, teacher.
Student: Hello, Miss.
Miss: Hi. Show me your ID card students.
Miss: Where is your ID card Juan?
Juan: I lost it Miss.
Miss: You need a new ID.
remember we will visit the zoo
tomorrow.



Think

1. Circle the correct option.
Encierra la opción correcta.

Juan needs the school identification card to visit :

- a) a museum b) a supermarket c) a zoo

An identification card contains:

- a) name, last name, age b) a conversation c) a favorite T.V program




Read



write

2. Read the conversation. Then complete the ID card.
Lee la conversación. Después completa la credencial.

Juan: Good morning. I need a new ID card.
 Secretary: Yes, of course. What's your name?
 Juan: Juan
 Secretary: And, what's your last name?
 Juan: Hernández
 Secretary: How old are you?
 Juan: I'm thirteen years old.
 Secretary: What's your group?
 Juan: I'm in first grade, group B.

SECONDARY SCHOOL	
Name: _____	
Last name: _____	
Age: _____	
Group: _____	



Think

3. Answer the questions. How do we ask for personal details?
Contesta las preguntas. ¿Cómo preguntamos por detalles personales?

- a) _____ name?
- b) _____ surname?
- c) _____ address?
- d) _____ telephone number?

How do we ask for someone's age?
¿Cómo preguntamos por la edad de alguien?



Speak

4. Interview a classmate and complete the ID card.
Entrevista a un compañero (a) y completa la credencial.

SECONDARY SCHOOL	
Name: _____	
Last name: _____	
Age: _____	
Group: _____	

5. Answer the questions with personal information.
Contesta las preguntas con tu información personal.

a) What's your name?

b) What's your last name?

c) How old are you?

d) What's your mother's name?

e) What's your father's name?

6. Complete your ID card with personal information and paste your photograph or draw.

Escribe los datos a tu credencial y pega tu foto o dibújate.

SECONDARY SCHOOL	
Name: _____	
Last name: _____	
Age: _____	
Group: _____	

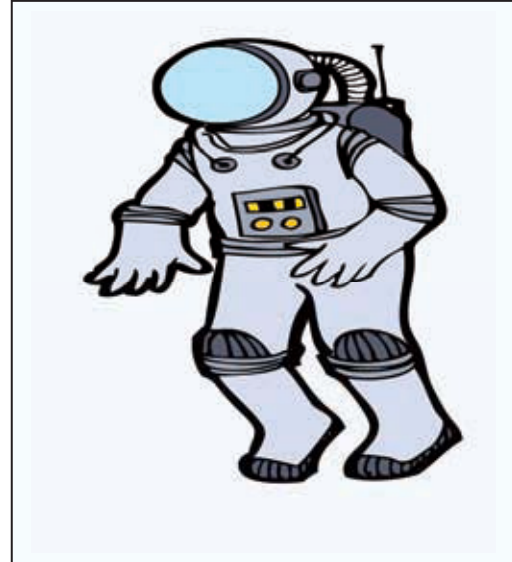
Lesson 8

Where do you live?



Read

David is an American astronaut. He lives in New York. He's thirty five years old. He has a brother, his name is Tom and he lives in Dallas. He also has a sister, her name is Sally and she is a teacher. She lives in Houston. Their parents live in Houston too.



1. Circle **T (True)** or **F (False)**.

Encierra T (True-verdadero) si la oración es verdadera o F (False-falso) si es falsa.

- | | | |
|------------------------------------|---|---|
| a) David is an engineer. | T | F |
| b) He is thirty five years old. | T | F |
| c) Tom lives in Dallas. | T | F |
| d) Sally is an astronaut. | T | F |
| e) Sally lives in Houston. | T | F |
| f) Their parents live in New York. | T | F |
| g) David lives in New York. | T | F |



Think

2. Match the columns.

Relaciona las columnas.

- | | | |
|-------|-----------|---------------------------|
| _____ | Name | a) How old are you? |
| _____ | City | b) What's your name? |
| _____ | Last name | c) Where do you live? |
| _____ | Age | d) What's your last name? |



Read

3. Read the dialogue

Lee el diálogo

Mariana: Hello! boys and girls.
I want to invite you to my birthday party.

Jorge: When is your birthday?

Mariana: It is on July 6th, next Saturday.

Marcos: Where do you live?

Mariana: I live in downtown.

Lucía: What's your address?

Mariana: It is 5, Miguel Hidalgo Street.
It is near of the school.
Will you go?

Claudia: Yes, of course.

Marcos: Sure.

Mariana: Ok, see you on Saturday at five o'clock.





Write

4. Complete the invitation card.
Completa la invitación para la fiesta.

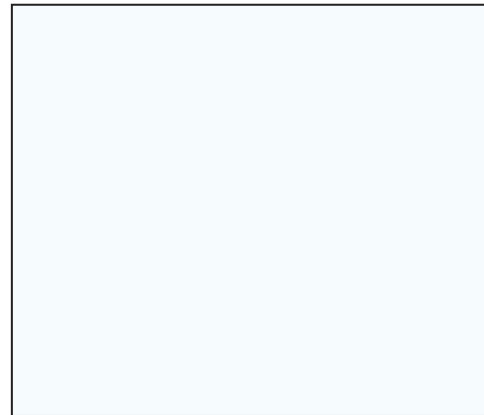
Come to my
 Birthday party.

Date: _____
 Hour: _____
 Address: _____



Play

5. Where do they live? Draw them.
¿Dónde viven los animales? Dibújalos.



Think

6. Answer the questions.
Contesta las preguntas.

What's the meaning of cave? _____
 What's the meaning of bear? _____
 What's the meaning of fish? _____
 What's the meaning of nest? _____
 What's the meaning of bird? _____

7. Write **TRUE** or **FALSE**.

*Escribe **TRUE** o **FALSE** sobre la línea.*

- a) A bird lives in a cave. _____
- b) A dog lives in the sea. _____
- c) A fish lives in the sea. _____
- d) A bear lives in a cave. _____
- e) A person lives in a home. _____

Lesson 9

I live in a small town.



Read

1. Read the dialogue, the teacher is presenting to a new student from Querétaro.
Lee el diálogo en donde el maestro está presentando a un nuevo alumno que viene de Querétaro.

Teacher: Good morning boys and girls. This is Armando, he is your new classmate.

Students: Welcome Armando.

Jorge: What's your last name?

Armando: Ortega.

Mariana: How old are you?

Armando: I'm twelve.

Susana: Who do you live with?

Armando: I live with my grandmother and grandfather.

Lucía: Tell us about Querétaro.

Armando: Well, it is a small, historic, clean and quiet city. People are very kind.



Think

2. Circle the word that corresponds to the images.
Encierra la palabra que corresponda con las imágenes.



hot

cold



big small



modern historic



clean dirty



Speak

3. Interview a classmate about the place where she or he lives.
Realiza una entrevista a tu compañero (a) sobre el lugar donde vive.

You: Where do you live?

Classmate: I live in _____

You: Tell me about it.

Classmate:



Write

4. Describe the place where you live and draw it.
Describe cómo es el lugar donde vives y dibújalo.

Lesson 10

David is a soccer player.



Read

1. Read the biography of David.
Lee la biografía de David.

David Roberts was born in Leytonstone, London on May 2, 1975. He is a soccer player and the most famous sports personality in the world.

He is married to Victoria Gordon and they have three sons. They live in Los Angeles.



2. Match the columns.

Relaciona las columnas.

- | | | | |
|-------|------------------------------|----|-----------------------------|
| _____ | What's his name? | a) | He lives in Los Angeles. |
| _____ | What's his last name? | b) | soccer. |
| _____ | What does he do? | c) | David. |
| _____ | How old is he? | d) | He is a soccer player. |
| _____ | Where does he live? | e) | It is on may 2. |
| _____ | Which is his favorite sport? | f) | Roberts. |
| _____ | When is his birthday? | g) | He is thirty-two years old. |



Think

3. Read and underline the correct word.

Lee la definición y subraya la palabra adecuada.

- This word refers to a place.
a) what b) where c) when
- This word refers to a date.
a) when b) which d) how
- This word means "cuál".
a) when b) where d) which



Read




Write

4. Read the ID card.

Lee la identificación de Martha.

<u>Personal ID</u>	
Name:	<u>Martha</u>
Last name:	<u>Rico</u>
Age:	<u>23</u>
Occupation:	<u>Secretary</u>
Address:	<u>17 Amarilla Street</u>
City:	<u>Bogotá</u>
Phone:	<u>3778203657</u>



5. Complete the text with Martha's information.
Completa el texto usando la información de Martha.

Martha Rico is a _____. She's _____ years old.
She lives in _____. Her address is _____.
Her phone number is _____.




Read



Write

6. Read the information and complete the ID card.
Lee la información y completa la credencial.

Ivan Pavlovski is a policeman. He lives in Moscow. He is thirty years old and his address is 16 Stalin Road. His telephone number is 435-4008-23.

<u>Personal ID</u>	
Name: _____	
Last name: _____	
Age: _____	
Address: _____	
City: _____	



Read

7. Read the biography about Strongman.
Lee la biografía sobre Strongman.

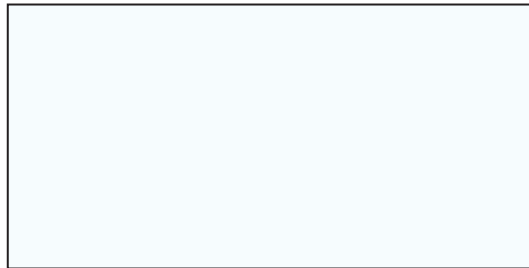
Strongman is a superhero. He was born on the alien Planet Krypton. He was rocketed to Earth before the planet's destruction. His name is Charles Kent. He works as a reporter for the newspaper "The Daily Planet". Strongman is faster than a speeding bullet, more powerful than a locomotive and able to leap tall buildings in a single bound.





Write

8. Write a text similar to the Strongman's, about a person you admire.
Escribe un texto similar al de Strongman sobre una persona que admires.



Lesson 11

At the archaeological site.



Read

1. The students are in an archaeological site. Read the dialogues, and then write the number on the lines according to the country the tourist is.
Los alumnos están de visita en una zona arqueológica. Lee los diálogos y escribe el número junto a la bandera de acuerdo con el país del turista.



1)

Juan: Good morning. What's your name?

Scott: I'm Scott Johnson. And you?

Juan: I'm Juan. Nice to meet you.

Where are you from?

Scott: I'm from England, I'm English.

Juan: Do you like Teotihuacán?

Scott: Yes, it is wonderful.



2)

Susana: Hello.

What's your name?

Nicole: Hi. I'm Nicole. And you?

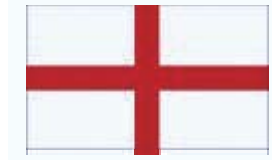
Susana: I'm Susana.

Where are you from?

Nicole: I'm from France, I'm French.

Susana: What's your opinion about Teotihuacán?

Nicole: It is a beautiful place.



3)

Mariana: Hi. My name's Mariana.

What's your name?

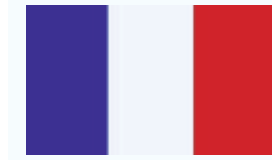
Taoshi: Hi. I'm Taoshi. What's your name?

Mariana: I'm Mariana.

Taoshi: Nice to meet you.

Mariana: Where are you from?

Taoshi: I'm from China. I'm Chinese.



Think

2. Answer the question.

Contesta la pregunta.

Where are you from? means: _____

Write the three countries in the dialogue: _____

Write the three nationalities in the dialogue: _____



Write

3. Locate on the map the countries in the box.
Localiza en el mapa los países del rectángulo.

Japan/Japanese	England/English	
Portugal/Portuguese	Egypt/Egyptian	
Russia/Russian	France/French	Greece/Greek
Peru/Peruvian	Mexico/Mexican	Thailand/Thai





Write

4. With the information in the map complete the sentences.
Con la información del mapa completa las oraciones.

- a) Nicole is from France. She's French.
- b) Scout is from _____. He's _____.
- c) Ivan is from _____. He's Russian.
- d) Greco is from Greek. He's _____.
- e) Taoshi is from _____. He's _____.
- f) Alisa is from _____. She's _____.
- g) Sabdy is from _____. She's _____.
- h) Mario is from Peru. He's _____.
- i) Juan is from _____. He's Mexican.
- j) Paula is from Portugal. She's _____.

5. Complete the table with information below.
Completa el cuadro con la información anterior.

Country	Nationality
France	French

6. Imagine you are from other country. Invent a name an write about yourself.
Imagina que eres de otro país. Inventa un nombre y escribe sobre ti.

Lesson 12

Where are you from?



Read

1. Read the information about Jennifer, Ramiro and Nora.
Lee la información de Jennifer, Ramiro y Nora.



My name is Jennifer Robins, I'm from Toronto, Canada. I'm Canadian. I'm 12 years old. My birthday is on November 20th. My father is an actor. He is now working in Broadway.



His name is Ramiro Paredes. He's from France. He's French. He's 13 years old. His birthday is on September 1st. His sister is 3 years old. Her name is Lisa.



She is Nora Stevens. Nora's from Texas. She's American. She's 11 years old. Her birthday is on July 25th. Her mother's from Guatemala. She's Guatemalan.

2. Complete the information.
Completa la información.

Ramiro's from _____.
He's _____.
He's _____ years old.
His birthday is on _____.

Nora's from _____.
She's _____.
She's _____ years old.
Her mother's from _____.

Jennifer's from _____.
_____ Canadian.
She's _____ years old.
_____ November 20th.



Think

3. Answer the questions.
Contesta las preguntas.

We use _____ to say the country or the place of origin.

- a) from
- b) for



Write

4. Complete the chart using the words in the box.
Completa la tabla usando las palabras del cuadro.

Country	Nationality
Brazil	
Canada	
China	
Colombia	
England	
France	
Germany	
Greece	
Italy	
Japan	
Poland	
Portugal	
Peru	
Spain	
Russia	

- Chinese**
- Italian**
- German**
- French**
- Russian**
- Peruvian**
- Brazilian**
- Portuguese**
- Colombian**
- Canadian**
- Polish**
- English**
- Spanish**
- Greek**
- Japanese**



Think

5. Classify the nationalities according to their endings using the words of the box.
Clasifica las nacionalidades según sus terminaciones utilizando las palabras del cuadro anterior.

-n -an -ian	-ish	-ese	other
Italian	English	Chinese	Greek

Lesson 13

Are you from Brazil?



Read

1. Read the next dialogue.
Lee el siguiente diálogo.

Paulo Da Silva: Hi. Are you a new student?

Carlos: Yes, I am. My name is Carlos Gómez. What's your name?

Paulo Da Silva: My name is Paulo Da Silva.

Carlos: Your accent is different. Are you from Portugal?

Paulo Da Silva: No, I'm from Brazil. I'm Brazilian. I speak Portuguese. Are you Mexican?



Carlos: Yes, I'm Mexican.
Are you from Río de Janeiro?

Paulo: No, I'm from Brazilia.

Carlos: Paulo, nice too meet you.

Paulo: Nice to meet you too. See you later!

Carlos: Good bye!

2. Answer the next questions.
Contesta las siguientes preguntas.

Is Carlos a new student?

Is Correia the last name of Paulo?

Is Paulo from Brazilia?



Think

3. Answer the questions, according to your answers in 2.
Contesta las preguntas.

What's the structure of these questions?

How do you give an affirmative answer?

How do you give a negative answer?



Read

4. Read the text.
Lee el texto.



Roger Waters is 14 years old. He's from Manchester, England. His parents are from Belgium, they all live in Warsaw, Poland. He is a secondary student at Poland Junior High. His birthday is on February 14th.



Write

5. Complete the information.
Completa la información.

_____ ? Roger.

_____ ? No, his last name is Waters.

_____ ? From Manchester, England.

_____ ? In Warsaw, Poland.

_____ ? Yes, he is.

_____ ? No, his birthday is on February 14th.

Lesson 14

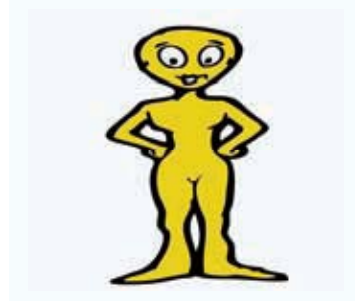
A creature from the space.



Read

1. This is a creature from the space. Read her biography.
Esta criatura es del espacio. Lee la siguiente biografía.

She is Zianya. She is a nurse in her country. She is from Zianyaland. She is 165 years old. Her nationality is Zianyashian and her language is Zianyish. Her address is 39 Blue Star in the Milky way. Her phone number is 2873-28892-000.



Think

2. Complete the table with the missing words. Use the information in the text.
Completa el cuadro con las palabras que faltan. Usa la información del texto.

Name	Age	Country	Nationality	Language	Address

3. Draw a creature. Use the questions as a guide.
Dibuja una criatura. Usa las preguntas como guía.

- What's the name of the creature?
- Where is it from?
- How old is the creature?
- What's its nationality and language?
- What's its address?
- What's its phone number?

Answers to the questions.
Respuestas a las preguntas.

Draw your creature here
Dibuja aquí a tu criatura

Write about your creature.
Escribe acerca de la criatura.

Text



Think

4. Show your creature to your classmates and read your text. Listen to the other stories.

Muestra tu criatura a tus compañeros y lee tu texto. Escucha las otras historias.

Lesson 15

Nationality means *nacionalidad*

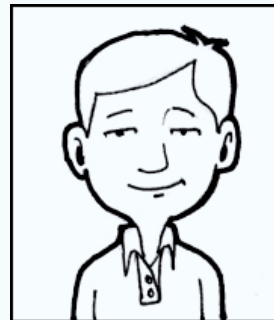


Read

1. Read the text and underline the words you can understand with out a dictionary.
Lee el texto y subraya las palabras que puedes entender sin usar un diccionario.

Homework.

Taoshi Okito is from Japan, his nationality is Japanese. He is thirty five years old. He is a doctor and he works at the most important hospitals in his country. He practices basketball and tennis. He is in Mexico city for vacation; he visited Chapultepec park, the Zocalo, the Fine Arts Palace and the National Anthropology Museum. I think Taoshi is a very intelligent and interesting person.



2. Write the words you underlined in the text.
Escribe las palabras que subrayaste en el texto.

Nationality,

These words are named “cognates”. A cognate is a word that is similar in English and Spanish and you can understand it easy.

Estas palabras se llaman cognados. Un cognado es una palabra que en la escritura y el significado es similar o igual al español y las puedes entender fácilmente.



Think

3. Write the meaning in Spanish of the words.
Escribe el significado en español de las siguientes palabras.

- a) nationality _____
- b) doctor _____
- c) important _____
- d) hospital _____
- e) vacation _____
- f) museum _____
- g) intelligent _____



Write

4. Read the text and answer the questions.
Lee el texto y contesta las preguntas.

Koko is a gorilla. He's from Africa and he lives in a zoo with other animals. His best friends are the elephants, the hippopotamus, the chimpanzee and the crocodile. His favorite food are bananas and chocolates. You can visit him at the zoo and take photographs. He will be happy to see you. He is very intelligent.



- a) Where is Koko from? _____
- b) Where does he live? _____
- c) Who are his friends? _____
- d) Write the cognates: _____
- e) Write in Spanish what you understand from the text _____

Lesson 16

What about your brother or sister?



Read

1. Read the text.
Lee el siguiente texto.



Mario is a student in first grade at secondary school. **He** plays soccer with his brothers. **They** play on Sundays in the park. His mother carries the lunch. **She** prepares some sandwiches and carries sodas for drink. His father goes with them too. **He** is the coach of the team.

2. Look at the words in bold. Who do they refer to? Circle the correct option.
Observa las palabras en negritas. ¿A quién se refieren? Encierra la opción adecuada.

1. En la primer línea, **he** se refiere a:
a) Mario b) The father c) The mother
2. En la segunda línea, **they** se refiere a:
a) Mario and his father. b) Mother and father. c) Mario and his brothers
3. En la segunda línea, **she** se refiere a:
a) The mother b) Mario c) The sister
4. En la tercer línea, **he** se refiere a:
a) The father b) The teacher c) The mother



Think

3. Underline the best option.
Subraya la mejor opción.
A) These are personal pronouns:
a) I, you, he, she, it, they, we b) in, on, under, next to.

B) These are possessive adjectives:

a) one, two, three, four, five, six

b) My, your, his, her, its, their, our



Play

4. Find and circle eight personal pronouns in the letters.

Encuentra y encierra los 8 pronombres escondidos en la sopa de letras.

A	I	T	W	M	S	H	E
F	T	H	E	Y	M	E	H
G	S	E	B	O	U	R	I
C	J	M	X	U	S	D	M
T	H	E	M	R	H	I	S



Write

5. Interview to a classmate. Then, answer the questions.

Entrevista a uno de sus compañeros y contesta las siguientes preguntas.

What is your name?

What is your last name?

Where are you from?

When is your birthday?

What is your favorite sport?

6. With the information about your classmate write a text like Mario's.

Con la información de tu compañero escribe un texto, usa el de Mario como ejemplo.

Lesson 17

Send me an e-mail.



Read

1. Read the text.
Lee el texto.

Yoko wants to contact a friend in England and she decided to send him an e-mail:

From: Yoko Tamaguchi
To: Stephen Morrissey
Subject: Hi, Stephen!

Dear Stephen:

Hi! My name is Yoko Tamaguchi I'm from Japan, I'm fourteen years old, I'm a student. I live in Kyoto. My father is a doctor, his name is Kato Tamaguchi, he's very intelligent. My mother is a nurse, her name Akane Tendo, she is from Tokyo, she's very careful with her patients. They work together at the same Hospital. I have a little brother named Daero, he's seven years old. I will be very glad if you phone me, my telephone number is: 26 26 11 44 or send me an e-mail my adress is: yokot@makefriends.com.

Sincerely,
YOKO TAMAGUCHI

2. Order the questions and answer them.
Ordena las preguntas y contéstalas tomando en cuenta la información de Yoko.

e.g. *How old is Yoko?*

She is fourteen years old.

is/ Yoko's/ last/ name /What/?

she/ does/do / What?

his/ What's/ occupation/ father's?

are/ Where/ from/ they?

Kato/ Who/ Tamaguchi/ is?

3. Interview 3 of your classmates and complete the information.

Entrevista a 3 de tus compañeros (as) y completa la información

1)

What's your name?

My name is _____

How _____?

I'm _____ years old

Where're you from?

I'm from _____

What's your _____?

My telephone number is _____

2)

What's _____?

His name is _____

How old are you?

He's _____ years old

Where're you from?

He's from _____

What's your telephone number?

His _____ is _____

3)

_____ your name?

Her name is _____

How old _____?

She's _____ years _____

_____ you from?

I'm from _____

_____ telephone number?

Her telephone _____ is _____



Write

4. Reply Yoko's e-mail, including all your personal information.

Contesta el e-mail de Yoko incluyendo tus datos personales.

_____.

Lesson 18

Review

1. Order the dialogue and write the corresponding numbers (1,2,3, or 4)
Ordena el diálogo y escribe el número que corresponda.

- () Nice to meet you too.
- () Hello, Mario. I am Lucy.
- () Nice to meet you.
- (1) Hi, My name is Mario.

The teacher is going to dictate to you, listen to 5 different names and then spell them to the class, then write the names in the table.

El profesor te va a dictar, escucha cinco nombres diferentes y deletréalos para la clase, posteriormente escríbelos en la tabla.

e.g. Pedro Xtabay → **P-E-D-R-O X-T-A-B-A-Y** → **Pedro Xtabay**

1	
2	
3	
4	
5	

2. Match the columns.
Relaciona las columnas.

1) May I go to the bathroom?



2) Sit down!



3) Open your books.



4) Close the window.



3. Find and circle the twelve months of the year.
Encuentra y encierra los 12 meses del año.

N	X	I	P	H	F	A	P	R	I	L
O	C	T	O	B	E	R	B	J	M	D
V	L	M	V	J	B	Q	X	M	A	E
E	W	U	D	Z	R	C	T	A	R	C
M	K	J	A	N	U	A	R	Y	C	E
B	Z	R	U	H	A	K	B	C	H	M
E	T	P	G	C	R	P	J	S	L	B
R	H	J	U	L	Y	G	U	T	Z	E
Y	D	O	S	W	D	X	N	G	H	R
S	E	P	T	E	M	B	E	R	Y	X

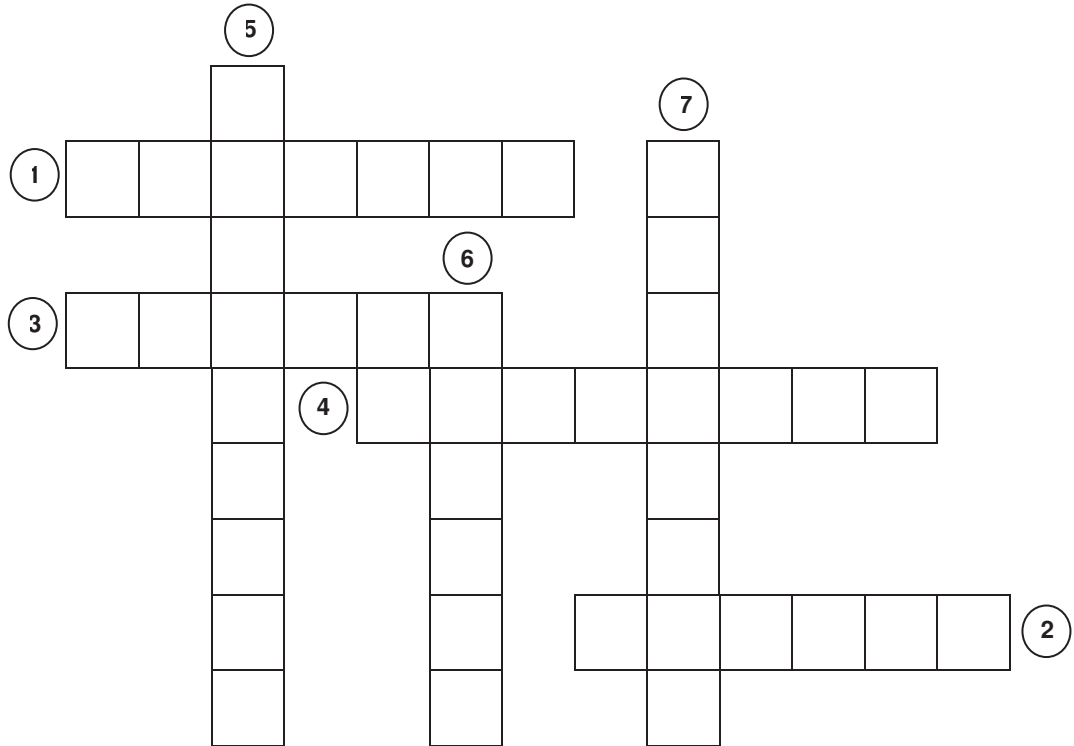
4. Answer the puzzle in English.
Responde en inglés el crucigrama.

Horizontales

1. El nombre de este día se parece al cuarto planeta del Sistema Solar.
2. Es el día en que toda la familia se reúne.
3. Es el primer día de la semana.
4. Su nombre se parece a un planeta que tiene anillos.

Verticales

5. Es el día que empieza con “w” y termina con “y”.
6. Último día de clases.
7. Es el día que tiene 6 letras en su escritura y empieza con “j” en español.



5. Match the ordinal and cardinal numbers. Follow the example.
*Relaciona los números **ordinales** y **cardinales**. Fíjate en el ejemplo.*

Twenty four		two
Thirteenth		fifty
Second		one
Sixty nine		Sixty ninth
First		thirty three
Fiftieth		Twenty fourth
Thirty third		thirteen

6. With the help of a dictionary find the meaning of the next words. Write the meaning on the line.

Con la ayuda del diccionario busca la traducción en español de las siguientes palabras. Escribe el significado sobre la línea.

- 1) scissors _____
- 2) schoolbag: _____
- 3) cucumber: _____
- 4) Classmate: _____

7. Answer the questions about yourself.

Contesta las preguntas sobre ti mismo.

- a) What's your name? _____
- b) What's your last name? _____
- c) How old are you? _____
- d) What's your address? _____
- e) Where are you from? _____
- f) Where do you live? _____

8. Write the word in the line. Follow the example.

Escribe la palabra sobre la línea. Fíjate en el ejemplo.

~~her~~ her her she she she

- Laura: This is my friend Mariana.
Mariana: Where is _____ from?
Laura: _____'s from Brazil.
Mariana: And this picture?
Laura: _____ name is Rosario.
 _____'s from Spain.
Mariana: What's _____ last name?
Laura: **Her** last name is Castillo.



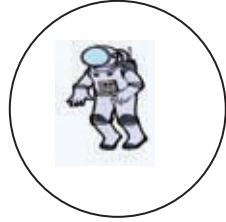
9. Choose the answer.

Escoge la respuesta.

- 1) Hi. I ('m/ 's) Dave.
- 2) Hello. We ('s / 're) Mary and Hellen.
- 3) She ('re / 's) a nurse.
- 4) Dianna's (from / on) Argentina
- 5) John's birthday is (on / an) November 11th.

10. Write the occupation under the picture. Use **a** or **an** and the words in the box. Follow the example.

*Escribe la ocupación debajo de cada dibujo. Usa **a** o **an** y las palabras en el cuadro. Fíjate en el ejemplo.*

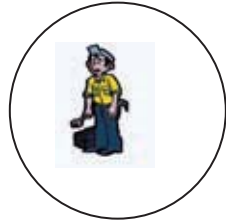


an astronaut





doctor
mechanic
nurse
plumber
teacher
architect
astronaut









11. Read the sentences and match them with the pictures. Follow the example.

Lee las oraciones y relaciónalas con los dibujos. Fíjate en el ejemplo.



1.(**b**)

2.()

3.()

4.()

5.()

- a) Mr. Fernando García is Mexican. He is a carpenter and he is thirty three years old.
- b) Miss. Sally Laurence is an English teacher. She is from England. She's thirty years old.
- c) Mrs. Sumiko Tokana is a Japanese actress. She's forty years old.
- d) Mr. Paul Dupont is a doctor. He's from France. He's forty four years old.
- e) Mr. Marcio Correia is a mechanic. He's from Brazil. He's twenty eight years old.

12. Choose the correct word and write it on the line.

Elige la respuesta correcta y escríbela sobre la línea.

1. Mario is from Brazil. He is _____.
a) Brazilian b) French
2. Ivan is from Russia. He is _____.
a) Rustic b) Russian
3. Nicole is from France. She is _____.
a) French b) Francois
4. Robert is from England. He is _____.
a) English b) Englishman
5. Yoko is from Japan. She is _____.
a) Chinese b) Japanese

13. Write the country and nationality under the flag. Use the words in the box.

Escribe el país y la nacionalidad debajo de cada bandera. Usa las palabras del cuadro.

	Belgium	England	Mexico	China	France	Poland
Belgian	English	Mexican	Chinese	French	Polish	



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Answers/Respuestas

1. Page 77.
Página 77.

- (4) Nice to meet you too.
- (2) Hello, Mario. I am Lucy.
- (3) Nice to meet you.
- (1) Hi, My name is Mario.

2. Page 77.
Página 77.

1) May I go to the bathroom?

2) Sit down!

3) Open your books.

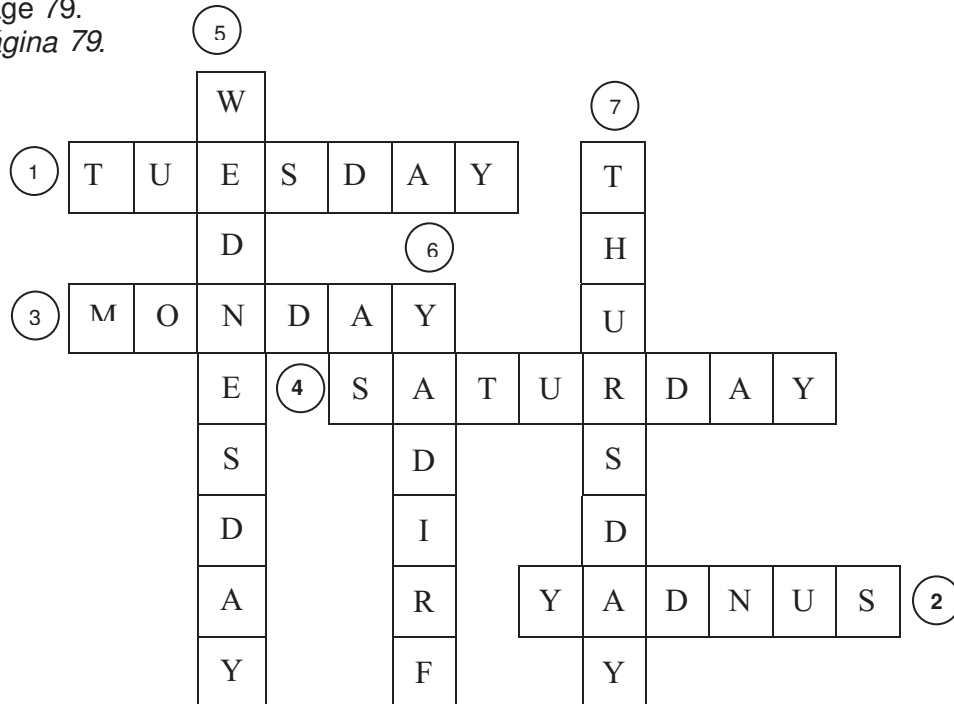
4) Close the window.



3. Page 78.
 Página 78.

N	X	I	P	H	F	A	P	R	I	L
O	C	T	O	B	E	R	B	J	M	D
V	L	M	V	J	B	Q	X	M	A	E
E	W	U	D	Z	R	C	T	A	R	C
M	K	J	A	N	U	A	R	Y	C	E
B	Z	R	U	H	A	K	B	C	H	M
E	T	P	G	C	R	P	J	S	L	B
R	H	J	U	L	Y	G	U	T	Z	E
Y	D	O	S	W	D	X	N	G	H	R
S	E	P	T	E	M	B	E	R	Y	X

4. Page 79.
 Página 79.



5. Page 79.

Página 79.

Match the ordinal and numbers. Follow the example.

*Relaciona los números **ordinales** y **cardinales**. Fíjate en el ejemplo.*

Twenty four	two
Thirteenth	fifty
Second	one
Sixty nine	Sixty ninth
First	thirty three
Fiftieth	Twenty fourth
Thirty third	thirteen

6. Page 80.

Página 80.

Scissors: it is an item to cut.

Schoolbag: it is a bag to carry school items.

Cucumber: the long fleshy many-seeded fruit of a vine is a garden vegetable

Classmate: a member of the same class (as in college)

Unit 1

7.

- | | |
|---------------------------|--------------------------|
| a) What's your name? | My name is |
| b) What's your last name? | My last name is |
| c) How old are you? | I'm years old |
| d) What's your address? | My address is # + Street |
| e) Where are you from? | I'm from |
| f) Where do you live? | I live in |

8. Page 80

Página 80

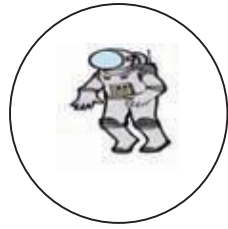
Laura: This is my friend Mariana.
Mariana: Where is **she** from?
Laura: **She's** from Brazil.
Mariana: And this picture?
Laura: **Her** name is Rosario.
She's from Spain.
Mariana: What's **her** last name?
Laura: **Her** last name is Castillo.

9. Page 80

Página 80

- 1) Hi. I ('m/ 's) Dave.
- 2) Hello. We ('s / 're) Mary and Hellen.
- 3) She ('re / 's) a nurse.
- 4) Dianna's (**from** / on) Argentina
- 5) John's birthday is (**on** / an) November 11th.

10. Page 81.
Página 81.



an astronaut



a teacher

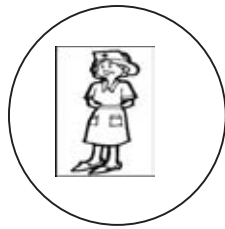


an architect

doctor
mechanic
nurse
plumber
teacher
architect
astronaut



a mechanic



a nurse



a plumber



a teacher

11. Page 81
Página 81

- 1.(**b**) 2.(d) 3.(a) 4.(e) 5.(c)

12. Page 82
Página 82

1. a) Brazilian
2. b) Russian
3. a) French
4. a) English
5. b) Japanese

13. Page 82
Página 82

- 1) Mexico/ Mexican
- 2) Belgic/ Belgian
- 3) China/ Chinese
- 4) Poland/ Polish
- 5) England/ English
- 6) France/ French

Materiales de apoyo

Temas	Material sugerido
Recuerda que puedes consultar estas páginas electrónicas a lo largo de toda la unidad.	<ul style="list-style-type: none">• www.bbc.co.uk/teens• www.afterschool.gob/kidsnteens2.html.• Programa sepAingles. Programa: ¡Hello! Para la lección 1 de la unidad introductoria.

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INGLÉS I

Unit 2

Actions in progress/Acciones en progreso

Unit 2

Actions in progress/*Acciones en progreso*

Purpose/*Propósito*

El propósito de esta unidad es capacitar a los estudiantes para que den y obtengan información sobre posesiones y describan acciones que están en progreso, es decir, en el momento en el que se está hablando.

Topics / *Temas*

Lesson 1	Sending an e-mail
Lesson 2	This is Samuel's sweater
Lesson 3	Whose are these shorts?
Lesson 4	That is my favorite jacket
Lesson 5	These blue jeans are comfortable
Lesson 6	Are these your sunglasses?
Lesson 7	Mini Check
Lesson 8	Looking for Arturo
Lesson 9	Speaking on the phone
Lesson 10	Getting ready to the party
Lesson 11	Enjoying a party
Lesson 12	What's happening at the party?
Lesson 13	A day in Acapulco
Lesson 14	Mini Check
Lesson 15	Project: A class magazine. Part one
Lesson 16	Project: A class magazine. Part two
Lesson 17	Project: A class magazine. Part three
Lesson 18	Project: A class magazine. Part four
Lesson 19	Project: A class magazine. Part five
Lesson 20	Project: A class magazine. Part six
Lesson 21	Project: A class magazine. Part seven
Lesson 22	Review
Lesson 23	Review
Lesson 24	Review

24 sessions, 8 weeks/ *24 sesiones, 8 semanas*

Lesson 1

Sending an e-mail



Read

1. Answer the question about the text.
Responde la pregunta acerca del texto.
What is this text?
a) a letter b) a dialogue c) an e-mail
2. Look at the picture and read the text.
Observa la imagen y lee el texto.

✕ ☑ ← □ 📁 ✉ 📧 🏠

From: mauricio@cooltown.com
To: nigel@meetme.com
Subject: Greetings from Mexico

Dear Robert,

I'm sending you a photograph of me with **my** family. Here I'm wearing all in **red**. Red is **my** favorite color, that's why **my** jacket is red, **my** pants are red and even **my** shoes are red. The boy next to me is **my** little brother. **His** name is Arturo. In the picture, he is wearing **his** "charro" suit, because the photo is from Mexican Independence day. Behind me and **my** brother are **my** parents. They are also wearing typical clothes. They only wear **their** typical clothes to celebrate Independence Day. I think **their** clothes are very nice, especially my mother's **black** skirt covered with bright decoration. Send me an e-mail soon. The girls that are sitting in front are my sisters Monica and Laura.

Regards,
Mauricio

3. Answer the questions according to the e-mail.

Responde las preguntas de acuerdo con el correo electrónico.

1. What's Mauricio describing?
 - A) an e-mail
 - B) a Picture
2. What's Mauricio's favorite color?
 - A) blue
 - B) red
3. What are Mauricio's parents wearing?
 - A) typical clothes
 - B) sport clothes



Think



Write

4. Look at the **bold** words and answer the following questions. Underline the correct answer.

*Observa las palabras en **negritas** y contesta las siguientes preguntas. Subraya la respuesta que corresponda.*

1. In the first paragraph, **my** refers to:
 - Mauricio
 - Arturo
2. In the second paragraph, **his** refers to:
 - "charro" suit
 - Arturo
3. In the last paragraph **their** refers to:
 - customs
 - Independence Day
4. Words **my, his, their** are possessive adjectives, and they are used to show:
 - possession
 - description

5. Complete the chart with the words in the box.
Completa la tabla.

I	
You	
He	
She	
It	
We	
You	
They	Their

Her	My	His	Your
	Your	Our	

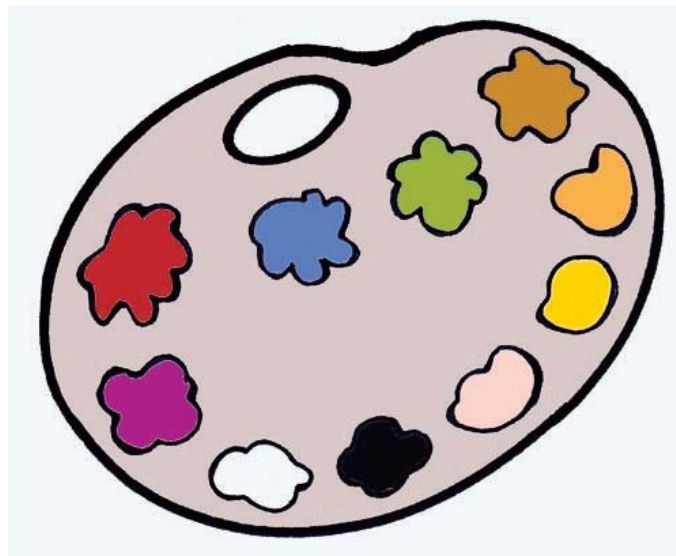


Play

6. Read the next words and write on the lines the name of the color that corresponds.

Lee las siguientes palabras y escribe en las líneas el nombre del color que corresponde.

red green purple black yellow
 blue brown white orange
 pink





Write

7. Look at the pictures. Complete the information. Use possessive adjectives (my, your, her ...) and colors (blue, black, white...).

Observa las imágenes. Completa la información. Usa los adjetivos posesivos (my, your, her ...) y los colores (blue, black, white...).

Example: My skirt is blue.



_____ book is _____.



_____ schoolbag is _____.



_____ house is _____.



_____ uniforms are _____.



Lesson 2

This is Samuel's sweater



Read

1. Answer the question about the text.

Responde la pregunta acerca del texto.

What is this text?

a) a chart

b) an e-mail

c) a dialogue

2. Read the text.

Lee el texto.

Mauricio: Mom, tell Monica this is not her sweater.

Mom: Hey Monica, Mauricio is right,
this is not your sweater, but Mauricio,
this is not yours either.

This is **Laura's** sweater, right Laura?

Laura: No, mom. It isn't mine.

Mauricio: No, mom. **Laura's** sweater is blue and this is
green. This is my friend's.

Mom: What friend?

Monica: It's Samuel's.

Mom: Why do you have **Samuel's** sweater?

Monica: Because we are good friends.

Mom: Ok.



3. Answer the questions about the dialogue.

Contesta las preguntas acerca del diálogo.

1) Why are Monica and Mauricio discussing?

2) What color is Laura's sweater?

3) Who is the owner of the sweater?



Think

4. Go back to the dialogue. Look at the **red** words. Choose the correct answer

Observa las palabras en rojo del diálogo. Elige la respuesta que corresponda.

What does ('s) mean?

- a) plural
- b) possession
- c) contraction of *is*

In the dialogue Monica says: *It's Samuel's*. Write on the line what are the (') referring to:

It's refers to _____

Samuel's refers to _____



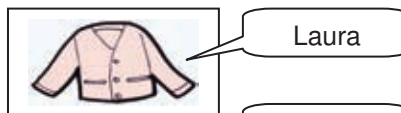
Write

5. Complete the information according to the images.

Completa la información de acuerdo con las imágenes.

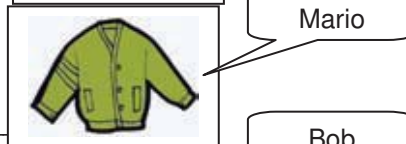
Example: Whose is this sweater?

This is Laura's sweater.



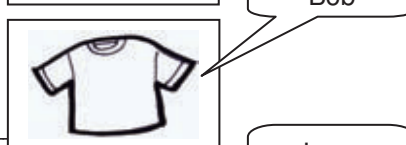
1) Whose is this jacket?

This is _____



2) Whose is this t-shirt?

This is _____



3) Whose is these shoes?

These are _____



4) Whose is this dress?

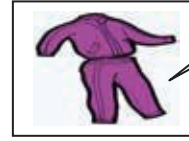
This is _____.



Maria

5) Whose are these pants?

These are _____.



Carol

6. Write five sentences about the clothes your classmates and teacher are wearing.

Escribe cinco enunciados sobre las prendas que tus compañeros y maestro están usando.

Example: Norma's blouse is pink.



Speak

7. Look at the things you have on your desk. Ask your partners *whose is this/that?* Answer the questions to your partners.

Observa los objetos de tu escritorio. Pregunta a tus compañeros whose is this/that? Responde las preguntas a tus compañeros.

4. Look at the pictures and match the columns.
Observa las imágenes y relaciona las columnas.

gloves

tennis shoes

pants

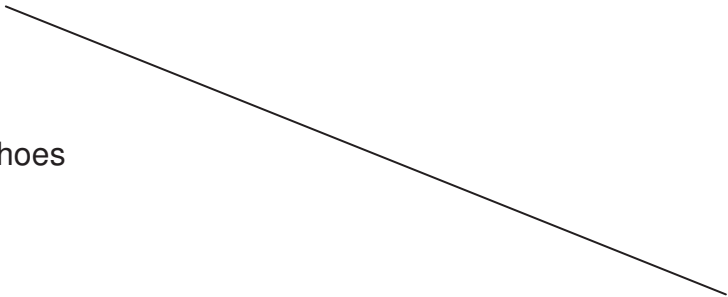
jeans

glasses

socks

shorts

shoes





Write

5. Write the singular or plural forms of the clothes.

Escribe la forma singular o plural de las siguientes prendas.

Singular	Plural
shoe	shoes
	dresses
	pants
coat	
	jackets
blouse	
	caps



Speak

6. Work in pairs. Ask your partner what he is wearing. Circle the clothes he/she is wearing.

Trabaja en parejas. Pregunta a tu compañero cómo está vestido. Circula la prenda que porta.



Write

7. Write on the lines the description of clothes your partner and you are wearing.

Escribe sobre las líneas la descripción de tu ropa y la de tu compañero.

He/ She is wearing _____

I'm wearing _____

Lesson 4

That is my favorite jacket



Read

1. Order the letters to form a word. Write them on the line.

Ordena las letras para formar una palabra. Escríbelas sobre la línea.



t/ r/ i/ k/ s



e/ a/ j/ s/ n



c/ k/ t/ e/ a/ j

2. Read the dialogue.

Lee el diálogo.

Erika: Wow! **That** jacket is so cool!

Laura: Oh, thanks. **This** is my favorite one.

My father bought it for me in the USA

Erika: And look at **that** jeans. It is fabulous!

Laura: Thank you.

This isn't my favorite one,
but it is comfortable.

3. Answer the questions about the dialogue.

Responde las preguntas acerca del diálogo.

1) What is Laura's favorite cloth?

2) Where did Laura's father buy her jacket?

3) Why does Laura like her skirt?





Think

4. Answer the questions.
Responde las preguntas.

In line 1, *that* refers to....

- a) the jacket
- b) Erika

In line 6, *this* refers to

- a) the jacket
- b) the skirt

This/that are used with.....

- a) singular nouns
- b) plural nouns

This is used to show....

- a) proximity
- b) distance



Write

5. Write on the line *this/that*. Look at the location of hand.

Escribe sobre la línea this/that. Tomando en cuenta el señalamiento de la mano.







6. Complete the information. Use *this/that*.
Completa la información. Usa this/that.



I like _____
jacket.



_____ is her
sweater.



Look at _____
skirt.



_____ is my
watch.



Write



Speak

7. Work in pairs. Write a dialogue similar to two. Practice saying the dialogue.
Trabaja en parejas. Escribe un diálogo similar al punto dos. Practica diciendo en voz alta el diálogo.

Lesson 5

These blue jeans are comfortable



Read

1. Complete the chart. Use the dialogue.
Completa la tabla. Usa el diálogo.

Killerman	5:45 p.m.
Man on the moon	3:20 p.m.
Mystic Romance	

2. Read the dialogue.
Lee el diálogo.

Laura: Hurry up Monica! It is getting late for the cinema. **These** tickets for "Mystic Romance" are for the 6 p.m. show and it is 5:40 now.

Monica: I know, I know. I'm changing my clothes as fast as I can.

Laura: Well, you aren't doing your best!

Monica: Please, pass me **those** jeans.

Laura: Which ones?

Monica: **Those** on the bed.

Laura: The blue ones or the black ones?

Monica: The blue ones, please.

Laura: Here you are.

Monica: Thanks my friend. I love **these** jeans.





Think

3. Choose the right answer.

Escoge la respuesta que corresponda.

Those is used to show....

- a) proximity
- b) distance

Those is used with...


- a) plural nouns
- b) singular nouns





Write


4. Write on the line *these/those*. Look at the _____, _____
Escribe sobre la línea these/those. Toma en cuenta las flechas


_____ , _____

_____ are Alejandra's jeans. _____ 

_____ are your shorts. _____ 

_____ are Julio's tennis shoes. _____ 

_____ are Teacher's glasses. _____ 

_____ are his pants. _____ 



Write

5. Look Greg's picture. Write on the lines *these/those*.

Observa la foto de Greg. Escribe sobre la línea these/those.

_____ are a Greg's family pictures. Look at this one. _____ girls wearing the _____ jeans and _____ t-shirts are my sisters. Their names are Susan and Jenny they are twins. The one next to them is Memo, he is Susan's boyfriend. _____ are my grandparents. _____ are my cousins Paco and Tino.



Speak



Write

6. Bring a picture. Write a text similar to five. Share your description with your classmates.

Trae una foto. Escribe un texto similar al del punto cinco. Comparte tu descripción con tus compañeros.

Lesson 6

Are these your sunglasses?



Read

1. Complete the chart.
Completa la tabla.

Singular (proximity)	Plural (distance)
this	
	those

2. Read the dialogue.
Lee el diálogo.

Roger: Hey! That pair of glasses is the teacher's.

Paul: Really? I'm not sure. I think those are Mauricio's glasses.

Roger: Well, let's ask the teacher.

Paul: Teacher, are these Mauricio's or yours?

Teacher: No, they aren't mine. I'm sure they are Mauricio's, I saw him wearing them.

Roger: Ok, we will ask Mauricio.

Roger: Mauricio, are these your glasses?

Mauricio: Oh, yes, they are mine. This is my lucky day. Thanks a lot.



3. Answer the questions.
Responde las preguntas.

1) What are Paul and Roger talking about?

2) Are they Teacher's glasses?

3) Are they Mauricio's?



Think

4. Look at the dialogue. Answer the questions.
Observa el diálogo. Responde las preguntas.

To ask about someone's possessions we say _____.

- a) Is this your jacket?
- b) This is your jacket?

Complete the chart.

Is this your jacket?	
	No, these are Andrea's jeans.
Are those your sneakers?	
	Yes, that is my sweater.



Write

5. Complete the information. Use *this/that/these/those*.
Completa la información. Usa this/that/these/those.

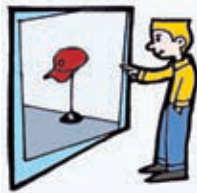
Do you like
_____ sweater?



_____ jeans
are for you.



I like _____
red cap.



Look at _____
people wearing
customs.



6. Order the words to form the questions.

Ordena las palabras para formar las preguntas.

Example: those/ your / are/ gloves/?

Are those your gloves?

1) bag / Is / this / your/ ? /

2) your / these / ? / books / Are /

3) my / ? / Is / coat / that /

4) those / his / Are / shoes?

5) Mario's / these / shorts / Are / ?



Speak

7. Put some of your clothes in a bag. Take one by one out and ask: Is this your....? until you find the owner.

Pongan algunas de sus prendas en una bolsa. Vayan tomando una por una y pregunten: Is this your...? hasta encontrar al dueño.

Example Is this your sweater Ana?

Yes, it is mine.

Clothe	Owner
Sweater	Ana

Lesson 7

Mini Check



Read

1. What kind of text is it?
¿Qué tipo de texto es?

a) letter

b) post card

c) e-mail

2. Read the text. Look at the picture.

Lee el texto. Observa la imagen.

✖ ←□ 📁 📧 📧 📧 📧

From: mauricio@cooltown.com
To: nigel@meetme.com
Subject: Greetings from Mexico

Dear Nigel:

I'm sending you a picture of my last weekend. In this picture I'm wearing my white shorts. Believe me, these shorts are white, but look black because they are very dirty. My sisters are in the picture too. Monica is wearing her sun glasses. Laura's glasses are broken, so, Laura isn't wearing glasses. She is wearing her red bathing suit. Those people at the back are my parents. They are buying sodas. Write me soon.



Regards,
Mauricio

3. Answer the questions about the e-mail.
Responde las preguntas acerca del correo electrónico.

1) Where are they in the picture?

2) Why do Mauricio's shorts turned black?

3) Why Laura is not wearing her sunglasses?

4) What are Mauricio's parents doing?



Think

4. Find the information in text 1. Complete the chart.
Encuentra la información en el texto 1. Completa la tabla.

Possessive Adjectives	Demostrative Pronouns	Colors	Clothes	's to show possession	Plural nouns
my		white			
			bathing suit		sun glasses
	those				

5. Find the words in the box and circle them.
Encuentra y encierra las palabras del cuadro.

R	S	G	B	I	N	B	D	O	Y
Z	E	M	L	Q	O	H	G	M	E
R	T	D	A	U	I	P	L	T	L
B	X	V	C	A	P	J	I	G	L
R	L	B	K	O	M	H	K	T	O
O	X	O	O	F	W	X	A	C	W
W	B	H	U	J	N	O	C	Z	R
N	V	R	G	S	C	A	R	F	V
Y	D	R	J	J	E	A	N	S	Y
S	K	I	R	T	P	I	N	K	N

red	black	white	brown	yellow	pink
cap	scarf	jeans	skirt	blouse	
		coat			

6. Match the columns.
Relaciona las columnas.

- | | |
|------------------------------|--------------------------------|
| Are these Pablo's shorts? | Yes, they are my pants. |
| Is this your favorite color? | Yes, they are my glasses. |
| Are those your pants? | Yes, that's my favorite color. |
| Is that my skirt? | No, these shorts are Rodrigo's |
| Are these your glasses? | No, this is Laura's skirt. |

Lesson 8

Looking for Arturo



Read

At the amusement park
En un parque de diversiones.

1. What are they doing?
¿Qué están haciendo?

a) looking for someone

b) watching T.V.

2. Read the announcement.
Lee el anuncio.

May I have your attention, please?

We **are looking** for a boy. He's 6 years old, his name is Arturo. He is Fiona's brother. He **is wearing** yellow shorts, white T-shirt and a red cap. If you see him, please go to the security people of the park. Security people **are wearing** navy blue pants, green shirts, white gloves and beige hats. Thanks for your attention.



3. Answer the questions about the announcement.
Responde las preguntas acerca del anuncio.

1) Who is looking for a boy?

2) Where are they?

3) What do you have to do in case you see the boy?



Think

4. Look at the dialogue again. Choose the right answer.
Elige la respuesta que corresponda.

To describe what somebody is wearing, we use:

a) *am/is/are wearing.*

b) *am/is/are wears.*

Why are they describing people clothes?



Write

5. Look at the images. Describe the clothes the images are wearing. Write it on the lines.

Observa las imágenes y escribe sobre la línea la descripción de las prendas que se están usando.

1)



She is wearing _____

2)



He is wearing _____

Draw yourself.

A large empty rectangular box with a black border, intended for a student to draw themselves. The text "Draw yourself." is written at the top left of the box.

I am wearing _____



Play

5. Place the chairs in a circle around the classroom. All the classmates will occupy a place except one that will keep standing.

- The one that is standing will have to say: "I'm a new neighbor, and I love the neighbors that are wearing..." and will complete the phrase saying a clothe or an object they have or wear in the moment, saying the color.
- The persons that are wearing that clothe will have to change place, and the one that is standing up will take a place on the chairs that are free, leaving someone standing up and he will repeat the instructions with other characteristics.
- *Coloquen las sillas formando un círculo alrededor del salón. Todos los alumnos ocuparán un lugar excepto un integrante que permanecerá de pie.*
- *El que esté de pie dirá la siguiente instrucción: "I'm a new neighbor, and I love the neighbors that are wearing....." completando la frase con alguna prenda u objeto que estén utilizando, dando características de color.*
- *Las personas que cumplan con dichos requisitos deberán cambiar de lugar, mientras que el que está de pie ocupará una de las sillas que queden libres, dejando a un integrante de pie, que repetirá la instrucción con otra característica.*

Lesson 9

Speaking on the phone



Read

1. What is Fiona doing?

¿Qué está haciendo Fiona?

a) writing a letter

b) speaking on the phone

2. Read the dialogue. Write on the line the number of the dialogue that refers to the image.

Lee el diálogo. Escribe sobre la línea el número del diálogo que corresponda a la imagen.

1)

Dad: Hello?

Fiona: Hi, dad. What's up?

Dad: How are you doing?

Fiona: Fine dad, everything is ok.

Are you working?

2)

Dad: Yes, I am. What's Arturo doing?

Fiona: He is watching T.V.

3)

Dad: And your mom? What is she doing?

Fiona: She is baking a cake and I'm studying.







3. Answer the questions.
Responde las preguntas.

1) What is Arturo doing?

2) What is Fiona's father doing?

3) What's Fiona's mother doing?



Think

4. Look at the words in **bold**. Answer the questions.
*Observa las palabras en **negritas**. Responde las preguntas.*

1) We use present continuous to express actions that _____.

- a) are happening now
- b) happened yesterday

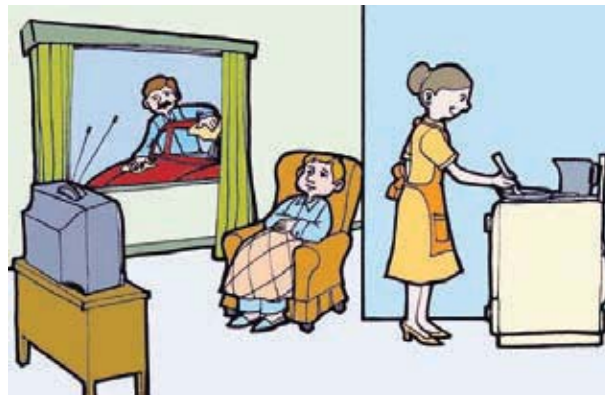
2) How do you form present continuous?

- a) am/is/are + -ing
- b) am/is/are + -ed



Write

5. Look at the image. Complete the sentences with the words in the box.
Observa la imagen. Completa los enunciados con las palabras del cuadro.



My father is _____ his red car. My mother is _____ breakfast. They are _____ for the bus. Hurry up! The bus is _____.
I'm _____ T.V. because I'm sick!

watching

coming

waiting

washing



Play

6. The teacher previously will make a list of verbs: Jumping, sleeping, watching, shouting, dancing, sitting, and standing. Then he will give them to five students. They will have to act the verb and the other students will have to imitate what they are doing and every time they mention the verb everybody will have to act it.

El profesor previamente elaborará un listado de verbos: brincando, durmiendo, viendo, gritando, bailando, sentado y parado. Posteriormente el maestro repartirá al azar a cinco alumnos los verbos, éstos los actuarán para que el grupo adivine la acción que están realizando y cada vez que mencionen el verbo todos lo actuarán.

Lesson 10

Getting ready to the party



Read

1. Write on the line the color that corresponds.
Escribe sobre la línea el color que corresponda.

yellow	+	blue	=	_____
white	+	_____	=	gray
_____	+	yellow	=	orange
_____	+	blue	=	_____

2. Read the conversation between Fiona and Maria.
Lee la conversación entre Fiona y Maria.

Maria: Hello. Is Fiona speaking?
 Fiona: Yes.
 Maria: Hi. This is Maria speaking.
 Fiona: Oh. Hi, what's up, Maria?
 Maria: I'm just getting ready for the party.
 Are you ready?
 Fiona: Almost.
 Maria: Listen. I'm wearing yellow clothes.
 What do you think, black shoes or white shoes?
 Fiona: Are you wearing pants?
 Maria: No. I'm wearing a dress.
 Fiona: Well, I think white shoes then.
 Maria: Ok. Thanks. What about you?
 What are you wearing? Are you wearing your
 green skirt?
 I love it!
 Fiona: No, I'm not. I'm wearing jeans this time.
 Maria: Ops! It's getting late. See you at the party.
 Fiona: Ok then. Bye bye.





Write



Think

3. Circle T if the sentence is TRUE and F if it's FALSE.

Encierra T si el enunciado es Verdadero y F si es falso.

Fiona is speaking with Arturo.	T	F
Maria is wearing a yellow dress.	T	F
Fiona is wearing a green skirt.	T	F

4. Find the questions in the conversation. Complete the chart.

Encuentra las preguntas en la conversación. Completa la tabla.

What + is/are/am + verb-ing + ?
What are you wearing?

is/are/am + verb-ing + ?

5. Choose the right answer.

Elige la respuesta que corresponda.

We use short answers (yes/ no, I am...) with _____

- a) inverted questions
- b) Wh- questions

6. Match the columns.
Relaciona las columnas.

- a) What's she wearing?
- b) Is she watching T.V.?
- c) Are you having dinner?
- d) What are they doing?

They are playing soccer.
Yes, I am having dinner.
No, she is sleeping.
She's wearing a black skirt.



Write

7. Write on the line the questions in order. Answer the questions.
Ordena las palabras para formar las preguntas y contesta.

Example: wearing/ is/ he / pants?
Is he wearing pants? No, he isn't.



1) is / wearing?/ she/ what

2) playing/ football?/ are/ they/



3) he/ wearing?/ is/ jeans?

4) doing?/ what/ is/ he



5) he/ wearing/ shoes?/ is



Lesson 11

Enjoying a party

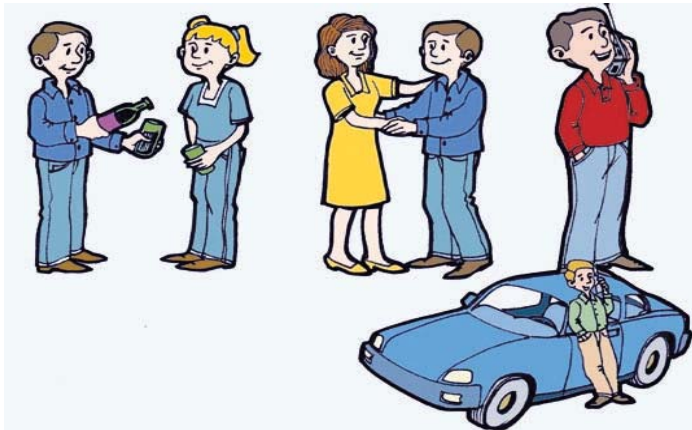


Read

1. Where are they?
¿Dónde están?

a) at school b) at a party

2. Read the conversation between Mike and Benjamin.
Lee la conversación entre Mike y Benjamin.



Mike: Hi. This is Mike speaking.

Benjamin: Hello Mike. This is Benjamin.

Mike: What's up Benjamin? Are you **coming** to the party?

Benjamin: Yes, I'm on my way, but tell me who is there?

Mike: Oh. Here is Fiona, Maria, Fred, Charly... Everybody is here.

Benjamin: What are you **doing**?

Mike: Charly and Fiona are **getting** some drinks.

 Maria is **dancing** with Fred, and I'm **talking** to you.

Benjamin: Doh! Ok. See you in some minutes.

Mike: Hurry up! Time is **running** fast.

Benjamin: Ok. Bye.

Mike: Bye.



Think

3. Look at the words in **bold**. Complete the chart. Answer the questions.
*Observa la palabras en **negritas**. Completa la tabla. Responde las preguntas.*

1) Complete the chart.
Completa la tabla.

Infinitive verb	Verb + ing
come	coming
dance	
do	
talk	
	running
	getting

2) To form present continuous with verbs that end with – e we _____

- a) take out –e and add -ing
- b) add –‘s

3) We form present continuous _____

- a) adding - ed
- b) adding –ing

4) Verbs that end in *vowel + consonant (run)*, to form present continuous we _____.

- a) double consonant in the end+ -ing.
- b) add –er.



Write

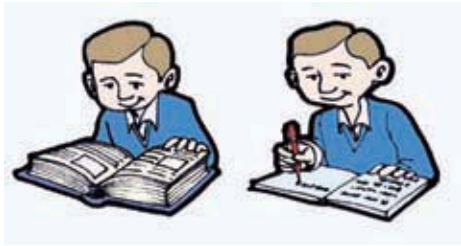
4. Write two sentences about what are people doing. Use the verbs in ().
Escribe dos enunciados tomando en cuenta las acciones que las personas están realizando. Usa los verbos que están entre paréntesis.

Example: (run / sleep)

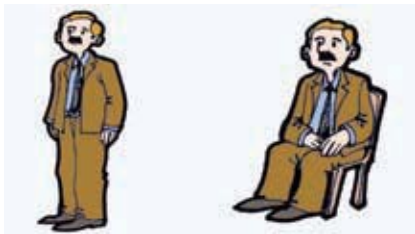


The woman is running.
She is sleeping.

1) (read / write)



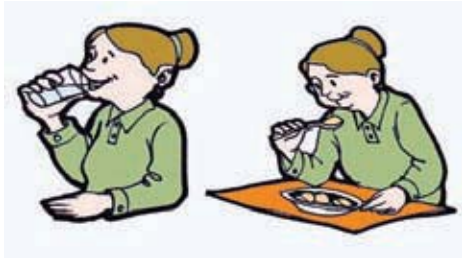
2) (sit / stand)



3) (play / swim)



4) (eat / drink)



5. Match the columns.
Relaciona las columnas.

He is watching T.V.



He is taking a shower.



He is cooking chicken.



She is writing a letter.



It is snowing.



6. Write the sentences in present continuous.

Escribe los siguientes enunciados en presente continuo.

Example: (I/ read/ a book)

I'm reading a book.

1) (You/ not/ eat/ banana)

2) (He/ wear/ a black coat)

3) (She/ listen/ to the radio)

4) (They/ play/ basketball)

5. (It/ not/ rain)



Speak



Write

7. Work in pairs. Describe what your partner is doing.

Trabaja en parejas. Describe lo que tu compañero está haciendo.

Lesson 12

What's happening at the party?



Read

1. Answer the question.
Contesta la pregunta.

Are they playing football?

2. Read the dialogue.
Lee el diálogo.



Mike: Finally you are here.
Benjamin: Yes, I know. Wow!
 Everybody is having a lot of fun!
Mike: I agree with you.
Benjamin: My car is **in front of** your neighbor's house.
 Is it ok?
Mike: No problem.
Benjamin: Great. Hey who's that girl?
Mike: Which one?
Benjamin: The one that is sitting **next to** Maria.
Mike: Ah. Her name's Angelica. She's very nice.
Benjamin: And who's standing **behind** Angelica?
Mike: Ah. He is Ed. He's her boyfriend.
Benjamin: Ouch! Ok.

3. Circle T if the sentence is TRUE and F if the sentence is FALSE.

Encierra T si el enunciado es verdadero y F si es falso.





Benjamin has arrived to the party.	T	F
Anybody is having fun.	T	F
Angelica is standing next to Maria.	T	F
Ed is dancing with Angelica.	T	F



Think

4. Complete the chart.

Completa la tabla.

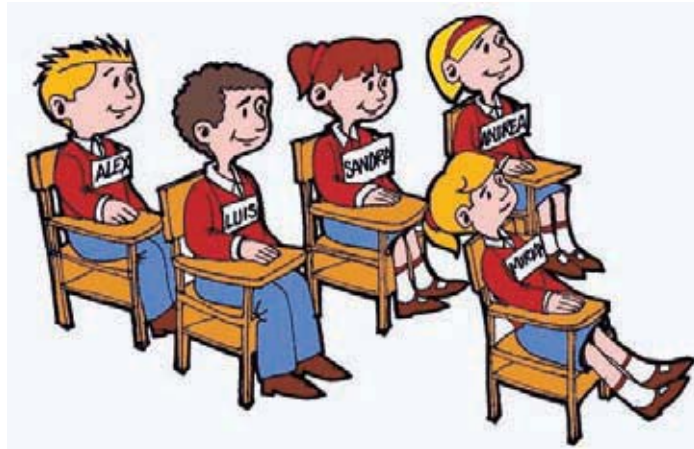
between		
		detrás
		al lado
in front of		



Write

5. Look at the image. Complete the sentences using the prepositions (*behind, next to, in front of and between*).

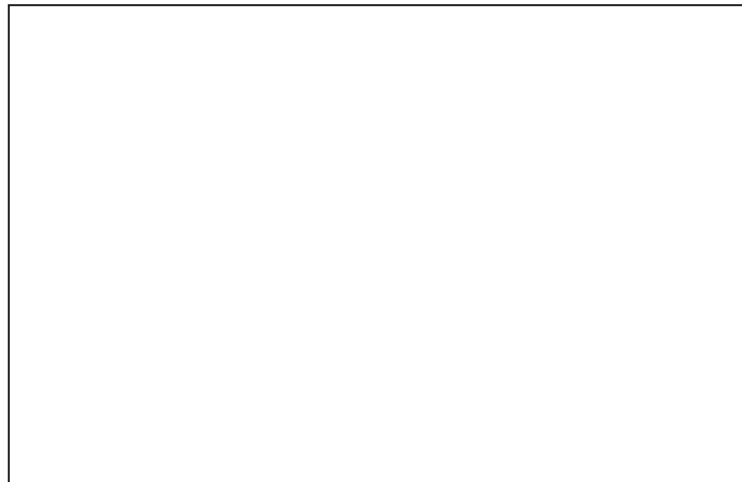
Observa la imagen. Completa los enunciados usando las preposiciones (behind, next to, in front of and between).



- 1) Sandra is sitting _____ Luis and Andrea.
- 2) Alex is sitting _____ Luis
- 3) Miriam is _____ Luis.
- 4) Luis is _____ Andrea.
- 5) Sandra is _____ Alex.

6. Read the text. Draw a picture.
Lee el texto. Elabora un dibujo.

Joe is next to Ralph. Ralph is between Joe and Sara. Ed is in front of
Ralph. Jane is behind Ralph.



Lesson 13

A day in Acapulco



Read

1. Write the date.
Escribe la fecha.
2. Read the letter.
Lee la carta.

Date: _____

Hello Mike,

I'm writing you from Acapulco. We are enjoying being on the beach. We are having a lot of fun. Here it's very warm, humid **and** beautiful. We are staying at a very big **and** comfortable hotel. There is a tennis-court, a swimming pool, a big fountain **and** a discotheque. Arturo is sleeping. I'm taking a suntan. My parents are playing tennis. I'll be back on Saturday.

Take care,
Fiona

3. Circle T if the sentence is TRUE and F if the sentence is FALSE.
Encierra T si el enunciado es verdadero y F si es falso.

Fiona is in Acapulco.	T	F
Acapulco is cold and it's raining.	T	F
The hotel is big and comfortable.	T	F
Fiona is writing a letter to Benjamin.	T	F
Fiona and her family are coming back on Sunday.	T	F



Think

4. Look at the letter. Choose the answer that corresponds.
Observa la carta. Escoge la respuesta que corresponda.

- We use (,) to _____ .
- a) end a sentence or idea
 - b) separate parts of the sentences
- We use **and** to _____ .
- a) join two words
 - b) connect sentences



Write

5. Write on the line (,) or **and**.
*Escribe sobre la línea (,) o **and**.*

Dear Mara,

I'm writing you from Mazatlan. I'm here with my parents_____ my brother _____ my sister _____ my grandmother. There are many restaurants _____ hotels. I love eating fish _____ crabs _____ shrimps _____ squids. My father likes swimming _____ playing soccer on the beach. My mother is shopping with my sister. My grandmother is very happy. She is having a very good time.

Love,
Carlos

6. Write a letter similar to two.
Escribe una carta similar a la del punto dos.

Date _____

Dear _____

Lesson 14

Mini Check



Read

1. What kind of text is it?
¿Qué tipo de texto es?

- a) an e-mail b) a letter

2. Read the text.
Lee el texto.

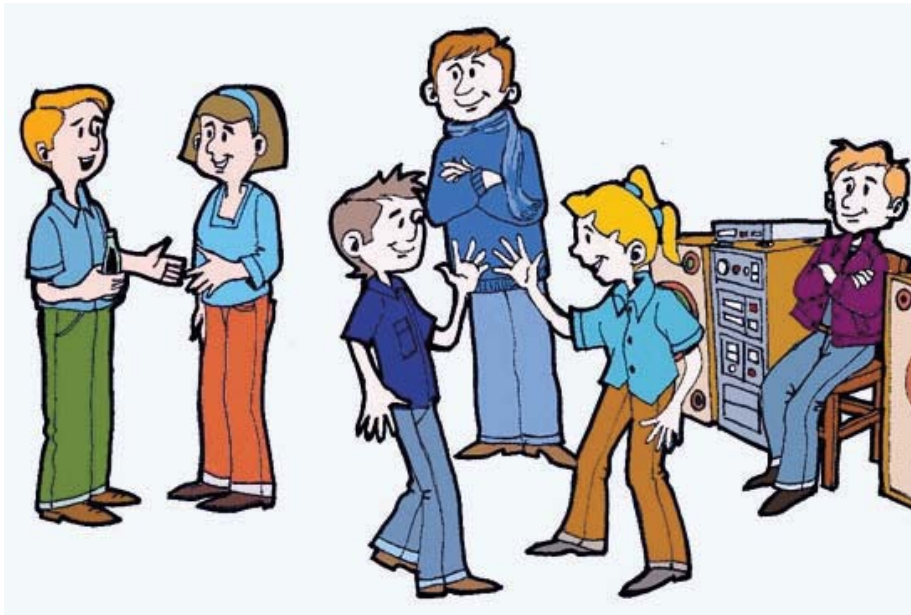
Monday, June 18, 2007

Brenda,

How are you doing? I'm missing you a lot. I'm sending you a picture of a party with friends of my new school. Look! I'm wearing the blue sweater and the scarf you gave me for Christmas.

You know. All the guys are very nice. Here Fred, Ed and Maria are dancing. Benjamin is holding a soda and Fiona is standing next to him. Charly is wearing a purple jacket and is sitting between the stereo and the speaker. I'm having exams now. So I have to go, but will write to you again soon.

Regards,
Mike



3. Circle T if the sentence is TRUE and F if the sentence is FALSE.

Encierra T si el enunciado es verdadero y F si es falso.

Fred is sitting with Maria	T	F
Mike is wearing a pink sweater.	T	F
Benjamin is drinking water.	T	F
Charly is in front of the stereo.	T	F
Mike is having exams	T	F



Write

4. Complete the information according to the images. Use the verbs in the box in the correct form.

Completa la información de acuerdo con las imágenes. Usa los verbos del cuadro en la forma que corresponde.

run	study	wear	play	ride
-----	-------	------	------	------

1) Tomas _____ Paula _____.



2) Victor _____ John _____ Sam _____.



3) Bob _____ the piano.



4) Karla _____ Amanda _____ skirts.



5) Lana _____ a bicycle.



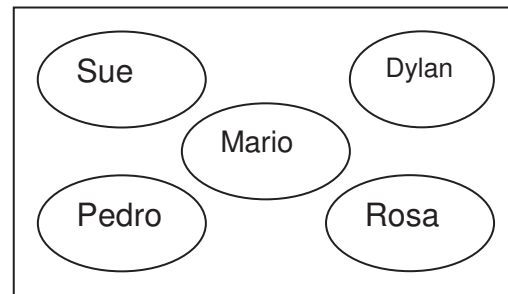
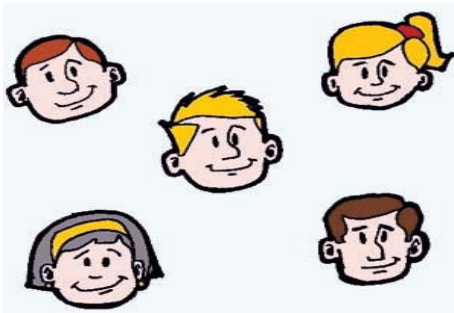
5. Write on the line the questions according to the answers.

Escribe sobre la línea la pregunta que corresponda a las respuestas.

_____ ? She's wearing a pink dress.
_____ ? No, he is watching T.V.?
_____ ? Yes, they are playing basketball.
_____ ? He is listening to music.
_____ ? No, she is not studying.

6. Write on the line where the people in the picture are. Use (*next to, in front of, behind, between*).

Escribe sobre la línea dónde se ubica la gente en la foto. Usa (next to, in front of, behind, between).



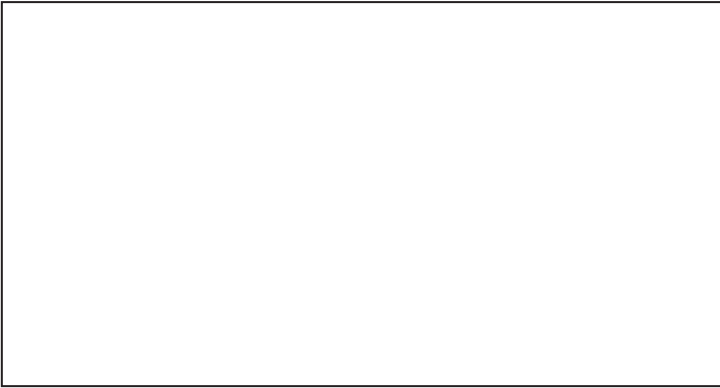
Sue is _____ Mario.
Mario is _____ Sue and Rosa.
Pedro and Rosa are _____ Mario.
Dylan is _____ Mario.
Mario is _____ Pedro and Rosa.
Pedro is _____ Rosa.

7. Answer the letter to Brenda with your information. Draw a picture to illustrate your letter.

Responde una carta para Brenda con tu información. Dibuja una imagen para ilustrar tu carta.

Date _____

Dear _____



Lesson 15

Project: A class magazine. Part one



Read

1. To affirm your acquired knowledge during this Unit you will make a class magazine, using this knowledge and your creativity.

Para reafirmar los conocimientos adquiridos a lo largo de la Unidad elaborarás una revista, utilizando dichos conocimientos pero sobre todo tu creatividad.

2. Find a magazine, look at it and analyze it.

Encuentra una revista, obsérvala y analízala.

3. Look at the list of contents the magazines often have.

Observa la lista de contenidos que por lo general traen las revistas.

- Interviews (entrevistas)
- descriptions (descripciones)
- horoscopes (horóscopos)
- drawings (imágenes)
- advertisements (anuncios)
- letters (cartas)
- recipes (recetas)
- questionnaires (cuestionarios)
- articles (artículos)
- puzzles (crucigramas)

4. Work in pairs.

Trabaja en parejas.

5. Choose different contents. To create something unique, something that communicates what you want to other people.

Elijan diferentes contenidos. Para crear algo único, algo que comunique lo que ustedes quieren decir a otras personas.

6. Each pair must have different contents. Share what you have chosen with your classmates for not repeating.

Cada pareja debe tener diferentes tipos de contenidos. Comparte con tus compañeros los que elegiste para que no se repitan.

Lesson 16

Project: A class magazine. Part two

1. Begin your class magazine by organizing it into sections. Then decide what types of writing to put in each section.

Comienza organizando la revista en tres secciones. Después decide que tipos de contenido vas a poner en cada sección.

Information	Stories	Games

2. Complete the chart with the sections that you decided to use.

Completa la tabla con las secciones que han decidido usar.

3. Decide in which section of the magazine each of these types of writing should go and complete the chart.

Completa el cuadro escribiendo los tipos de contenido en la sección que corresponda y completa la tabla.

- Description of something or someone
- Letter
- Puzzle
- Interviewing
- Article

- **Description of something or someone.**

Descripción de algo o alguien.

4. Describing someone or something.

Describiendo a alguien o algo.

- To describe something use details that tell exactly what you are seeing, hearing, tasting, smelling and touching.
- A description of a person captures something special about its subject.

5. Think of someone or something you would like to describe.

Piensa en algo o alguien que te gustaría describir.

- Find a picture of your subject. Study it closely. Use specific details.
- Choose someone you know well. Find a photo of your subject.

6. Prewriting.

Antes de empezar a escribir.

- Study your subject and note details.

7. Make a draft.

Elabora un borrador.

- Use your prewriting notes and the picture.



Sandra Lopez is a girl that is studying secondary in Guanajuato.

Sandra has brown eyes, blond hair, she is slim and tall. She is very beautiful, she is always smiling.

Sandra is writing a tall tale about animals. She is a very good writer.


Sandra's family loves her because she is very sweet and lovely.

She is always helping poor people to prepare themselves at school.

8. Revising.

Revisando.

- Read your draft.
- Mark the areas that need correction.
- Read the draft to your partner and notice this out:
 - ✓ Does the description paint a picture in your mind?
 - ✓ What details interested you? Should details be added?
 - ✓ Each paragraph keep to the main idea?
 - ✓ Should some details be taken out or moved around?
- Make changes. Use your partner's comments to improve your paper.
- Correct and edit.
 - ✓ Did I capitalize the first letter of the proper nouns?
 - ✓ Did I begin titles and initials with capital letters?
 - ✓ Did I misspell some words? Look for the correct spelling in a dictionary.
 - ✓ Are the apostrophes in the correct position?

	<p>Sandra <u>L</u>opez is a girl that is studying secondary in <u>G</u>uanajuato.</p> <p>Sandra has brown eyes, blond hair, she is slim and tall. She is very beautiful, she is always smiling.</p> <p>Sandra is writing a tall tale about animals. She is a very good writer.</p> <p>Sandra's family loves her because she is very sweet and lovely.</p> <p>She is always helping poor people to prepare themselves at school.</p>
--	--

9. Make a final copy.

Elabora la copia final.

- Include all the revisions you have made.

10. Publishing.

Publicando.

- Get two pieces of construction paper and glue.
- Glue your description on one sheet of construction paper.
- Glue the photo or drawing of your subject on the other sheet.

Lesson 17

Project: A class magazine. Part three

➤ Interview *Entrevista*

1. Preparing an interview.

Preparando una entrevista.

- Choose someone in your classroom that you would like to interview.
- Plan and write the questions you will ask make a list of questions that you will ask.

Example: Is writing poems your passion?
What are you doing to improve your score?

2. Interviewing.

La entrevista

- Have a pencil and paper for taking notes.
- Ask the questions to the person you have chosen.
- Write the answers down in a sheet of paper exactly how he/she is saying them. You have to be very careful to gather information.
- Listen carefully as the person talks. If you write the person's exact words put them in quotations ("")
- Wait until he/she finishes talking to ask another question.
- Be polite and friendly all the time.
- Finish the interview and write your impressions about him/her.

Example:

Laura is interviewing a nurse named Janice.



Laura: **Good morning Janice.**

Janice: **Good morning Laura.**

Laura: **In what hospital are you working?**

Janice: **“Now I’m working at the general Hospital”.**

Laura: **Is being a nurse a big responsibility?**

Janice: **“Yes, it is a big responsibility”.**

Notes: The nurse is very polite but serious. She likes a lot to be a nurse.

3. Transcription of the interview.

Transcripción de la entrevista.

- Distinguish between the one that is interviewing and the person you are interviewing.

Example: Maria: What are you doing to improve your dance technique?

Lia: I’m training eight hours per day.

(Maria is interviewing Lia)

- You have to rewrite the texts you get exactly how they were told. Use quotation marks(“”).

Example: she told me, “I’m looking for help”

- Do not repeat information.

4. Publishing.

Publicando.

- Get two pieces of construction paper and glue.
- Glue your interview on one sheet of construction paper
- Glue the photo or drawing of your subject on the other sheet.

Lesson 18

Project: A class magazine. Part four

➤ Letter *Carta*

1. Writing a letter.

Escribiendo una carta.

- Is a way to share or get information or news.

2. Prewriting.

Antes de empezar a escribir.

- Choose a topic (you can ask for information, you can talk about sports, music, movies, etc.)
- List some details and write them in order.

3. Writing.

Escribiendo

- Make a draft; include the parts of the letter.
 - ✓ Begin the letter introducing him/her self.
 - ✓ Continue telling what is happening.

The diagram shows a rectangular box representing a letter template. On the left side, a bracket labeled "Greeting" spans the first line, which contains the text "Dear...". On the right side, a bracket labeled "Heading" spans the top right corner, containing the text "Address" and "Date" on two separate lines. Below the heading, a bracket labeled "Body" spans the next six lines, which are represented by horizontal lines. At the bottom right, a bracket labeled "Closing" spans two lines, and another bracket labeled "Signature" spans the final line, which is also represented by horizontal lines.

4. Revising.

Revisando.

- Reread your letter.
- Discuss with your partner these questions:
 - ✓ Does the letter include the parts of a letter?
 - ✓ Each paragraphs have a main idea? Does they keep the main idea?
- Make changes. Use your partner's comments to improve your paper.
- Correct and edit.
 - ✓ Did I capitalize the first letter of the proper nouns?
 - ✓ Did I begin titles and initials with capital letters?
 - ✓ Did I misspell some words? Look for the correct spelling in a dictionary.
 - ✓ Did I use commas after the greeting and closing?
 - ✓ Did I use comma between the city and the street and the state?
And between the day and the year? (in the heading)

5. Make the corrections and make a final copy.

Elabora las correcciones y una copia final.

6. Publishing.

Publicando.

- Get two pieces of construction paper and glue.
- Glue your interview on one sheet of construction paper
- Glue the photo or drawing of your subject on the other sheet.

Lesson 19

Project: A class magazine. Part five

➤ **Article**
Artículo

1. Making an article.

Elaborando un artículo.

- Begin choosing a topic:
 - ✓ Make a list and choose the one do you like the best and that would be the most funny.
 - ✓ Discuss with your partner and tell each other what you how to do well (examples: making a sock puppet, making a robot with a box of milk, making a paper airplane, etc.)

2. Make an observation chart.

Elabora una tabla de observaciones.

- List the materials and the steps on your chart.








Materials	Steps

3. Writing.

Escribiendo.

- List the materials and the steps.
- Close with the way you are going to use the finished item (Introduction, materials and explain steps, conclusion, the way of using).

Example:
Making a sock puppet.







Materials		Steps
Sock 	1 piece	We are making a sock puppet. How are we going to make it? Threading the needle and the string. sewing the buttons up like if were eyes. Pasting with glue the yarn like hair. Place your hand inside the sock and start plaing with your puppet. 
Buttons 	2 pieces	
Yarn 	the necessary	
Needle 	1	
String 	the necessary	
Glue 	the necessary	

4. Revising.

Revisando.

- Read your draft give step by step directions.
- Share the article with your partner and ask him to explain the steps without looking at your article.
- Discuss with your partner:
 - ✓ Did I'm giving all steps in the right order?
- Make changes. Use your partner's comments to improve your paper.

- Correct and edit.
 - ✓ Did I capitalize the first letter of the proper nouns?
 - ✓ Did I begin titles and initials with capital letters?
 - ✓ Did I misspell some words? Look for the correct spelling in a dictionary.

Materials		Steps
Sock 	1 piece	We are making a sock puppet. How are we going to make it? Threading the needle and the string. Sewing the buttons up like if were eyes. Pasting with glue the yarn like hair. Place your hand inside the sock and start plaing with your puppet.
Buttons 	2 pieces	
Yarn 	the necessary	
Needle 	1	
String 	the necessary	
Glue 	the necessary	

5. Publishing.

Publicando.

- Get two pieces of construction paper and glue.
- Glue your article on one sheet of construction paper
- Glue photos or drawings of your article on the other sheet. You can illustrate the steps.

Lesson 20

Project: A class magazine. Part six

➤ **Puzzle**
Crucigrama

1. Making a puzzle.

Elaborando un crucigrama.

- Begin making a list of ten words and verbs.
- Write sentences about the words or verbs you enlisted.
- The sentences must contain the meaning or a reference that describes the word or verb.

2. Make a layout.

Elabora un diseño.

- Decide which of the words and verbs are going to be across and which ones are going to be down.
- Write letter by letter the words in the layout.
- Mark the spaces with black lines and make squares for each letter.
- Be sure the words are complete and spelled correctly.
- Number the sentences and place the numbers in the layout.

Example:

1							
2	R	E	A	D	I	N	G
	U						
	N						
	N						
	I						
	N						
	G						

Across

1. It is the action of walking quickly.

Down

2. If you are looking at your notes you are _____

2. Revising.

Revisando.

- Make sure the words are spelled correctly.
- Make sure you are leaving the exact number of spaces for the words.

3. Publishing.

Publicando.

- Get two pieces of construction paper and glue.
- Glue your puzzle on one sheet of construction paper

Lesson 21

Project: A class magazine. Part seven

1. Collect all the types of writing you have made
Reúne todos los contenidos que ya elaboraste.
2. Organize your information according with the chart in lesson 16.
Organiza la información de acuerdo con la tabla de la lección 16.
3. Place the information according to the section.
Acomoda los contenidos en las secciones que correspondan.
 - Each section has to be distinguished by a title.
 - Each section most have a special drawing.
4. Bind them together using string or yarn.
Únelos usando hilo o estambre.
5. Give a title to your magazine.
Dale un título a tu revista.
 - Be creative; remember you have to give it a name according to the contents.
6. Illustrate your magazine.
Ilustra tu revista.
 - Be creative remember you have to draw things according to the contents.
7. Present your project to your classmates.
Presenta el proyecto a tus compañeros.
 - Discuss about your contents.

Lesson 22

Review

1. Complete the sentences. Use *my/ our/ his/ her/ their/ its*.
Completa los enunciados. Usa my/ our/ his/ her/ their/ its.

- 1) I like red color. It's _____ favorite.
- 2) Put on _____ coat when you go out. It's very cold out side.
- 3) My friends are playing basketball, _____ score is 10- 2.
- 4) We are going to buy _____ uniforms.
- 5) My sister loves pink color but green is _____ favorite.
- 6) _____ pants are very cool! Adrian always is in fashion.
- 7) My dog's sweater is very old _____ full of holes.

2. Write on the line the name of the colors.

Escribe sobre la línea el nombre de los colores.

- a) _____ + yellow = green
- b) red + _____ = purple
- c) yellow + red = _____
- d) white + _____ = pink
- e) black + _____ = gray

3. Write on the line the possessive form of the nouns. Use ('s).

Escribe sobre la línea la forma posesiva de los sustantivos. Usa ('s).

Example: Susan is wearing a yellow skirt. Susan's skirt is yellow.

- 1) Ana is wearing a black jacket. _____ jacket is black.
- 2) Randy is wearing a blue scarf. _____ scarf is blue.
- 3) Harry is wearing a green t-shirt. _____ t-shirt is green.
- 4) Nora is wearing a pink shorts. _____ shorts are pink.
- 5) Mike is wearing white underwear. _____ underwear is white.

4. Write on the line *this/ these*.

Escribe sobre la línea this/these.

- | | |
|-------------|---------------|
| _____ dress | _____ jeans |
| _____ shoes | _____ pants |
| _____ skirt | _____ glasses |

5. Write on the line *that/ those*.
Escribe sobre la línea that/those.

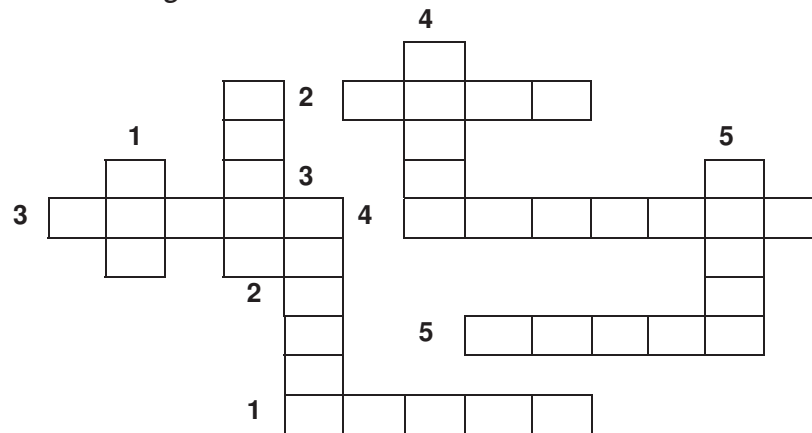
_____ jacket
 _____ cap
 _____ gloves

_____ blouse
 _____ sneakers
 _____ socks

Lesson 23

Review

1. Complete the crossword.
Completa el crucigrama.



Across



Down



2. Complete the text.
Completa el texto.

Dear Sam,

I'm writing you to say hello. I'm sending you a picture of _____ new house. Here it is _____ grandmother sitting in the yard. Look I have a new dog. _____ name is Fofo. _____ on the back is with the _____ t-shirt is Gina, she is Tom _____ girlfriend. _____ parents are playing basketball. Here we have a pool a big yard and a house for Fofo. Take care. Write me soon.



Regards,
Linda

3. Answer the letter to Sam. Use (*my, his/her, ...*), (*colors, clothes*), (*'s.*)
Responde la carta a Sam. Usa (my, his/her, ...), (colors, clothes), ('s.)

Date: _____

4. Complete the chart. Answer the questions.
Completa la tabla. Responde las preguntas.

What are you wearing?	What is your partner wearing?	What color is it?

5. Order the words to form a sentence.
Ordena las palabras para formar un enunciado.

1) (wearing/ you/ a/ t-shirt/ are)

2) (is/ she/ jeans/ and/ jackets/ wearing)

3) (they/ wearing/ are/ shorts)

4) (Amanda/ wearing/ a/ skirt/ is/ green)

5) (wearing/ are/ pants/ they)

Lesson 24

Review

1. What's happening right now? Write *true* sentences.

¿Qué está pasando en este momento? Escribe los enunciados verdaderos.

Example: (I/ sit/ on a chair)

I'm sitting on a chair.

1) (I/ wash/ my car)

2) (It/ rain)

3) (I/ run)

4) (I/ do/ this exercise)

5) (I/ dance salsa)

6) (I/ wear/ shoes)

7) (I/ listen/ to the radio)

2. Order the questions.

Ordena las preguntas.

1) (you/ watch/ TV?) _____

2) (the children/ play) _____

3) (what/ you/ do) _____

4) (you/ write/ a letter) _____

5) (you/ eat/ banana) _____

3. Answer the questions.
Responde las preguntas.

Are you wearing a hat? _____
 What are you doing? _____
 Is the sun shining? _____
 What are you writing? _____
 Are your parents working? _____

4. Complete the chart with your information.
Completa la tabla con tu información.

Questions	Answers
Who is next to you?	
You are between _____ and _____	
Who is in front of you?	
Who is next to you?	

5. Complete the text. Use the words in the box.
Completa el texto. Usa las palabras del cuadro.

sitting	studying	behind	next to
	standing	wearing	smiling

Dear Mark,

These are my friends. All of them are _____ secondary. Look at the picture. We are _____ our uniforms. Mike is _____ me. That pretty girl _____ Mike is Fiona. Benjamin is the guy that is _____. He is _____ of me. He is my best friend.



Greetings,
 Maria

Answer Key/Respuestas

Lesson 7/ Mini Check

Page/ página 113

1.

c)

Page/ página 114

4.

Possessive Adjectives	Demostrative Pronouns	Colors	Clothes	's to show possession	Plural nouns
My	These	White	Shorts	Laura's	Glasses
Her	This	Black	Bathing suit		Sun glasses
	Those	Red			

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5.

R	S	G	B	I	N	B	D	O	Y
Z	E	M	L	Q	O	H	G	M	E
R	T	D	A	U	I	P	L	T	L
B	X	V	C	A	P	J	I	G	L
R	L	B	K	O	M	H	K	T	O
O	X	O	O	F	W	X	A	C	W
W	B	H	U	J	N	O	C	Z	R
N	V	R	G	S	C	A	R	F	V
Y	D	R	J	J	E	A	N	S	Y
S	K	I	R	T	P	I	N	K	N

6.

Are these Pablo's shorts?	Yes, they are my pants.
Is this your favorite color?	Yes, they are my glasses.
Are those your pants?	Yes, that's my favorite color.
Is that my skirt?	No, these shorts are Rodrigo's
Are these your glasses?	No, this is Laura's skirt.

Lesson 14/ Mini Check

3.

Fred is sitting with Maria
Mike is wearing a pink sweater.
Benjamin is drinking water.
Charly is in front of the stereo.
Mike is having exams

T
T
T
T
T

F
F
F
F
F

4.

- 1) Tomas and Paula are studying.
- 2) Victor, John and Sam are running.
- 3) Bob is playing the piano.
- 4) Karla and Amanda are wearing skirts.
- 5) Lana is ridding a bicycle.

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5.

What is she wearing? She's wearing a pink dress.

Is he reading a book? No, he is watching T.V.?

Are they playing basketball? Yes, they are playing basketball.

What is he doing? He is listening to music.

Is she studying? No, she is not studying.

6.

Sue is behind Mario.

Mario is between Sue and Rosa.

Pedro and Rosa are in front of Mario.

Dylan is behind Mario.

Mario is between Pedro and Rosa.

Pedro is next to Rosa.

Lesson 22/ Review

Page/ página 155

1.

- 1) I like red color. It's my favorite.
- 2) Put on your coat when you go out. It's very cold out side.
- 3) My friends are playing basketball, their score is 10-2.
- 4) We are going to buy our uniforms.
- 5) My sister loves pink color but green is her favorite.
- 6) His pants are very cool! Adrian always is in fashion.
- 7) My dog's sweater is very old its full of holes.

2.

- a) blue + yellow = green
- b) red + blue = purple
- c) yellow + red = orange
- d) white + red = pink
- e) black + white = gray

3.

- 1) Ana is wearing a black jacket. Ana's jacket is black.
- 2) Randy is wearing a blue scarf. Randy's scarf is blue.
- 3) Harry is wearing a green t-shirt. Harry's t-shirt is green.
- 4) Nora is wearing a pink shorts. Nora's shorts are pink.
- 5) Mike is wearing white underwear. Mike's underwear is white.

4.

this dress
these shoes
this skirt

these jeans
these pants
these glasses

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5.

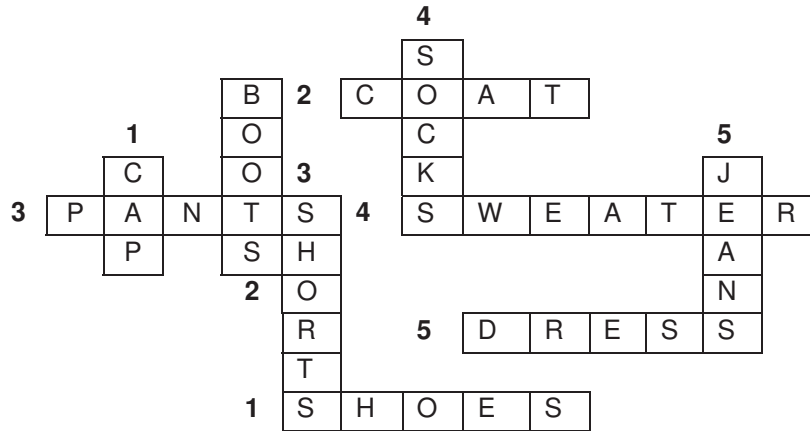
that jacket
that cap
those gloves

that blouse
those sneakers
those socks

Lesson 23/ Review

Page/ página 156

1.



Page/ page 157

2. Complete the text.

Completa el texto.

Dear Sam,

I'm writing you to say hello. I'm sending you a picture of my new house. Here it is my grandmother sitting in the yard. Look I have a new dog. Its name is Fofo. That on the back is with the pink t- shirt is Gina, she is Tom's girlfriend. My parents are playing basketball. Here we have a pool a big yard and a house for Fofo.

Take care. Write me soon.

Regards,
Linda

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5.

- 1) You are wearing a t-shirt.
- 2) She is wearing jeans and jackets.
- 3) They are wearing shorts.
- 4) Amanda is wearing a green skirt.
- 5) They are wearing pants.

Lesson 24/ Review

Page/ página 159

1.

- 1) I'm not washing my car.
- 2) It's not raining.
- 3) I'm not running.
- 4) I'm doing this exercise.
- 5) I'm not dancing salsa.
- 6) I'm wearing shoes.
- 7) I'm not listening to the radio.

2.

- 1) Are you watching TV?
- 2) Are the children playing?
- 3) What are you doing?
- 4) Are you writing a letter?
- 5) Are you eating banana?

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3.

Yes, I'm wearing a hat/ No, I'm not.

I am _____

Yes, it is/ No, it isn't.

I'm writing the answers of this exercise.

Yes, they are/ No they aren't.

5.

Dear Mark,

These are my friends. All of them are studying secondary. Look at the picture. We are wearing our uniforms. Mike is sitting next to me. That pretty girl standing behind Mike is Fiona. Benjamin is the guy that is smiling. He is in front of me. He is my best friend.

Materiales de apoyo

Temas	Material sugerido
Puedes consultar estas páginas a lo largo de toda la unidad 2.	www.epals.com www.rsts.net/home/epals/index.html www.sepiensa.org.mx/admin/aviso.html Programa de inglés Enciclomedia para Telesecundaria

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INGLÉS I

Unit 3

Hobbies, leisure and sport/
Pasatiempos, tiempo libre y deporte

Unit 3

Hobbies, leisure and sport / *Pasatiempos, tiempo libre y deporte*

Purpose/Propósito

El propósito de esta unidad es que los alumnos sean capaces de expresar sus intereses personales sobre los temas de pasatiempos, tiempo libre y deporte, así como hacer / responder a invitaciones / eventos relacionados con el tema.

Topics / Temas

- Lesson 1 I like playing videogames
- Lesson 2 I like to ride my bike
- Lesson 3 I like movies
- Lesson 4 I love soccer
- Lesson 5 My mother likes going to the movies
- Lesson 6 Mini Check
- Lesson 7 Do you like tennis?
- Lesson 8 Does your father like soccer?
- Lesson 9 Does she like cooking?
- Lesson 10 I like vegetables and fruits
- Lesson 11 David loves comics
- Lesson 12 Mini Check
- Lesson 13 Would you like to go to a party?
- Lesson 14 Why don't we go to the movies?
- Lesson 15 Let's eat Mexican food

- Lesson 16 Shall we go to a rock concert?
 - Lesson 17 Would you like to see a movie today?
 - Lesson 18 No, thanks. I hate horror movies
 - Lesson 19 Project. We invite to you to our St. Valentine's celebration. Part one
 - Lesson 20 Project. We invite to you to our St. Valentine's celebration. Part two
 - Lesson 21 Review
- 21 sessions, 7 weeks/ *21 sesiones, 7 semanas*

Lesson 1

I like playing videogames



Read

1. Look at the text. What is it?

Observa el texto. ¿Qué es esto?


a) an article from a magazine.

b) an e-mail

c) an article from a newspaper.

2. Read the e-mail.

Lee el correo electrónico.


From: mario123 e-mail.com To: davidsmith@yuupi.com Subject: Greetings from Mexico
Dear David: I'm very excited and looking forward to go to study to the United States. I hope we can do things together. I like playing videogames and playing basketball. I also like riding my bike and going to the movies. What about you? What do you like to do in your free time? <p style="text-align: right;">Regards, Mario.</p>



Read



Write

3. Tick the activities Mario likes doing.

Escribe una junto a las actividades que le gusta realizar a Mario.

Playing basketball.



Riding a bike.



Playing soccer.



Watching T.V.



Playing videogames.



Dancing.



Going to the movies.



Going to the supermarket.



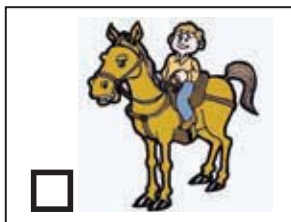
Think

4. Go back to the text. See what follows the verb “like” and complete.
Regresa al texto. Observa qué sigue al verbo “like” y completa.

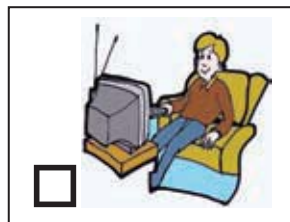
1. I _____ videogames.
2. I _____ my bike.

5. Write a next to the activities that you like doing.

Escribe una junto a las actividades que te gusta hacer.



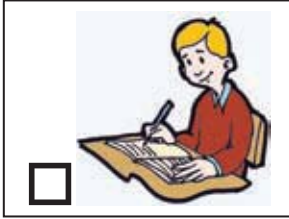
Riding a horse



Watching T.V



Playing soccer



Writing stories



Reading books



Dancing

6. With your information write an e-mail to a friend.
Con tu información escribe un correo electrónico a un amigo.

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ←	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
From: _____ To: _____ Subject: _____	
Dear _____ , _____ _____ _____ _____	
Regards, _____	

Lesson 2

I like to ride my bike



Read

1. Identify the parts of the letter.
Identifica las partes de la carta.

- 1 _____
- 2 _____
- 3 Opening line
- 4 _____
- 5 _____

Closing line
Opening line
Recipient
Date
Writer

2. Read the letter.
Lee la carta.

1 August 23rd , 2007

2 Dear Mario:

3 Thanks for your letter! I'm happy you are coming to my country to study. I promise you will have a great time in my house. I'm making plans for you and me. We have similar likes. I like to play videogames and enjoy to ride my bike. I don't like to go to the movie theatre but my mom really likes to see movies. Don't worry we will enjoy anyway.

4 Regards,

5 David.



Write

3. Write TRUE or FALSE.

Escribe TRUE (verdadero) o FALSE (falso).

- a) David likes to play videogames. _____
- b) David likes to go to the movie theatre. _____
- c) David likes to ride his horse. _____
- d) David's mother likes to go to see movies. _____
- e) David and Mario like similar activities. _____



Think

4. Look at the example and order the sentences.

Observa el ejemplo y ordena las oraciones.

Example: I **like to visit** my grandmother.



a) videogames / I / to / like / play /

b) go / movies / to / My mother / to / likes / see /

c) ride / I / like / to / my bike /

d) the movie theatre / don't like / go / to / I / to /

5. Write three activities you like and three you don't like.
Escribe actividades que te gusten y que no te gusten.

 I like...	 I don't like...
to watch T.V.	to eat vegetables

6. Write a letter to a friend. Tell about your preferences.
Escribe una carta a un amigo. Platica acerca de tus preferencias.

<p style="text-align: right;">_____</p> <p>Dear _____,</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Regards,</p> <p style="text-align: right;">_____</p>
--

Lesson 3

I like movies

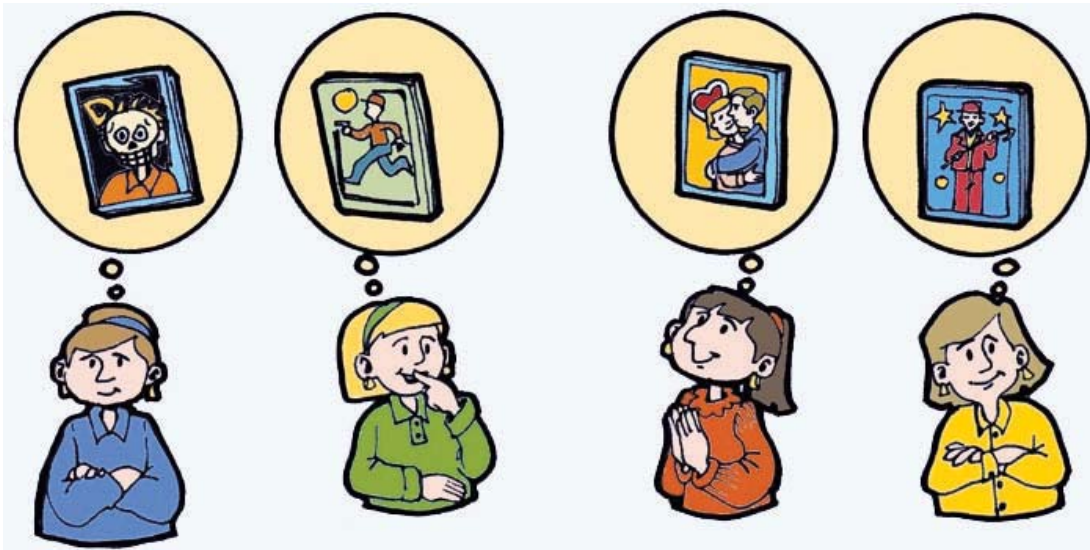


Read

1. Look at the pictures and write the words in the chart under each one. Then answer the questions.

Observa los dibujos y escribe las palabras del cuadro debajo de cada uno. Después contesta las preguntas.

Horror movies	Romantic movies
Action movies	Comedy movies



- a) What kind of movies does Mrs. Smith likes? _____
 b) What kind of movies does Mario likes? _____

2. Read the dialogue.
Lee el diálogo.

Mrs. Smith: Hello Mario.
 Welcome to our house.
 Mario: Thank you Mrs. Smith.
 I'm so happy to be here.
 Mrs. Smith: So, you like to see movies?
 Mario: Yes, I love movies.
 Mrs. Smith: What kind of movies do you like?
 Mario: I like comedy and action
 movies. And you?
 Mrs. Smith: Really? I love action movies
 but I also like romantic movies.



Write

3. Write a or a according Mario and Mrs. Smith like. Then complete the sentences.

Escribe una o una de acuerdo con lo que le gusta a la señora Smith y a Mario. Después completa las oraciones.

	See movies	Adventurous Movies	Romantic Movies	Action Movies
Mrs. Smith				
Mario				

a) Mrs. Smith likes _____ and _____.

b) Mario likes _____ and _____.



Think

4. Go back to lessons 1, 2 and 3 to complete the chart.
Regresa a las lecciones 1, 2 y 3 para completar el cuadro.

like	Gerunds

	Infinitives

	Nouns

5. Choose one word to complete the sentences.
Elige una palabra para completar las oraciones.

a) I like _____.



apples

b) I don't like _____.



basketball

c) My mother doesn't like _____.



movies

d) I love _____.



bananas

e) Mrs. Smith likes _____.



soccer

f) I like _____.



aerobics

6. Find someone who is agreeing with you. Complete the conversation.
Encuentra a alguien que coincida contigo. Completa la conversación.

You: What kind of movies do you like?

Classmate: I like _____:

I don't like _____.

What about you?

You: Well, I like _____.

But I don't like _____.

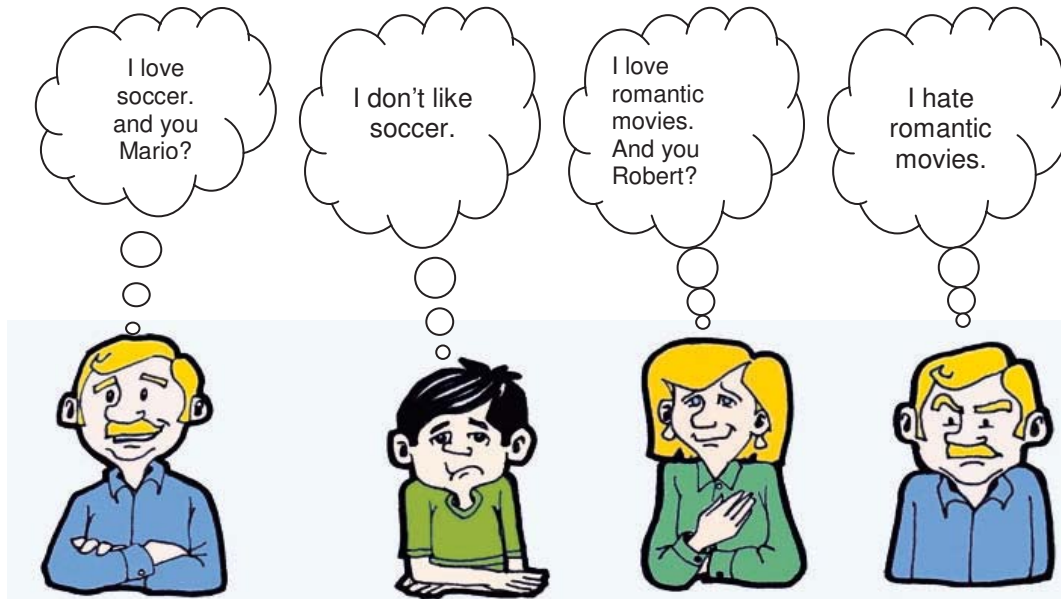
Lesson 4

I love soccer



Read

1. Read and show an expression in your face to each sentence.
Lee y muestra una expresión en tu cara para cada enunciado.



2. Read the dialogue.
Lee el diálogo.

Mario: What about you Mr. Smith?
Do you like romantic movies?
Mr. Smith: No, that's not for me. I hate them.
I like horror movies, but you know,
what I really enjoy is watching
soccer games. I love soccer.
Mrs. Smith: Oh! Please, don't start talking
about soccer. I don't like soccer.
Mario and Mr. Smith: Ha, ha, ha...





Write

3. Circle **T** (True) or **F** (False)

Encierra T (True – verdadero) o F (False – falso)

- | | | |
|--|---|---|
| a) Mr Smith likes horror movies. | T | F |
| b) Mrs. Smith doesn't like soccer. | T | F |
| c) Mr. Smith loves soccer. | T | F |
| d) Mr. Smith hates romantic movies. | T | F |
| e) Mr. Smith doesn't like watching soccer games. | T | F |



Think

4. Look at the images and write: I like, I love, I don't like, I hate.

Observa las imágenes y escribe: I like, I love, I don't like, I hate.

5. Complete with your information about the kind of movies.

Completa con tu información acerca de los tipos de películas.

- a) I like _____ and _____.
- b) I don't like _____ and _____.
- c) I love _____ and _____.
- d) I hate _____ and _____.

6. Complete the dialogue with words from the box. Then act it to the class.

Completa el diálogo con las palabras del cuadro. Después actúalo a tu clase.

No, I don't.
action movies
What kind of movies do you like
horror movies

You: Hello I'm doing a survey about movies.

Classmate: I like _____?

You: So, do you like witches, monsters and ghosts?

Classmate: Yes, I like them.

You: Do you like romantic movies?

Classmate: _____.

You: Do you like _____?

Classmate: Yes, I love them. I like Martians, heroes, pirates, cars.

Lesson 5

My mother likes going to the movies



Read

1. Complete the letter.
Completa la carta.

Dear Mom

Mario

September 3rd, 2007

2. Read the letter.
Lee la carta.

_____,

I think a lot about you, although the family I'm staying with is very nice. The father's name is Robert. He likes watching soccer games on Sundays and sometimes I join him. The mother's name is Sally. She likes going to the movies and cooking. Their son, David likes playing basketball the same as me. He has a dog and it also likes playing with a ball. We play basketball everyday.

Kisses,



Write

3. Correct the sentences. Use the information from the letter.
Corrige las oraciones. Usa la información de la carta.

a) The father's name is Philip.

b) Robert doesn't like watching soccer games.

c) Sully likes going to the supermarket.

d) David likes playing soccer.

e) The dog likes playing with a shoe.

f) Sully doesn't like cooking.



Think

4. Write the verbs in the category that corresponds.

Escribe los verbos en la categoría que corresponda.

—loves—	eat	hates	plays	eats	hate
play	sleep	swims	swim	sleep	—love—

She, he, it	I, you, they, we
likes	like
loves	love

5. Draw ☺, ☺☺ or ☹, ☹☹ according your information.

Dibuja ☺, ☺☺ o ☹, ☹☹ de acuerdo con tu información.

	Watching T.V	Soccer	Movies	Swimming
My mother				
My father				
My brother				
My sister				

6. Complete the letter with you information.
Completa la carta con tu información.

Dear _____.

How are you? I'm O.K. You asked about my family. Well, my mother's name is _____. She likes _____ . She doesn't like _____ and she hates _____. My father's name is _____ and he likes _____. My father hates _____ and loves _____. What do your Mother and Father like? Please tell me about.

Regards,

Lesson 6

Mini Check



Read



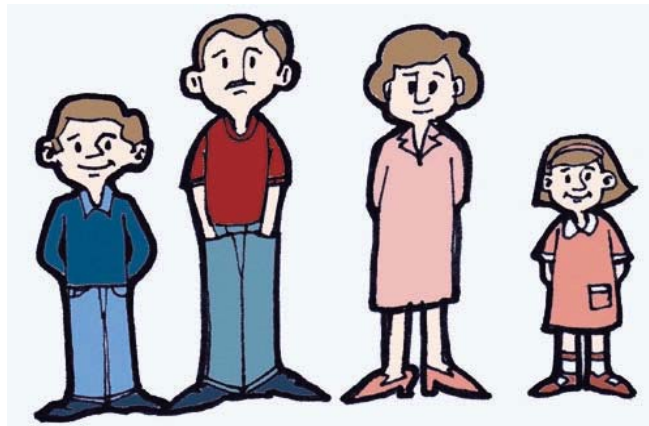
Write

1. Write the names.
Escribe los nombres.

Mario's family.

 Mario
Son Daughter Mother Father

2. Read the text. Mario is introducing himself at his new classmates.
Lee el texto. Mario está presentándose ante sus nuevos compañeros.



Teacher: Good morning. We have a new student.

Mario: Hello, I' Mario. I'm from Mexico. At recent I'm living at David's house. I have a small family, we are four members. My mother, my father, my sister and myself. My mother's name is Rosalia. She is a secretary. She likes her job and cooking. My father, Francisco, is a teacher. He loves to teach and to play soccer with his students. My sister's name is Sandra. She is a student in secondary school, she doesn't like

mathematics. And about me, I like to learn English and playing videogames. About sports, I don't like boxing because I think it is aggressive, I prefer basketball. We love have dinner together.

Classmates: Nice to meet you Mario.



Write

3. Write TRUE or FALSE.

Escribe TRUE (verdadero) o FALSE (falso)

- a) Mario has a big family. _____
- b) Rosalia likes her job. _____
- c) Francisco loves teaching. _____
- d) Sandra loves mathematics. _____
- e) Mario prefers playing basketball. _____
- f) Francisco doesn't like soccer. _____
- g) Mario hates boxing. _____
- h) Rosalia likes cooking. _____



Think

4. Complete the chart with the words underlined in the text.
Completa el cuadro con las palabras subrayadas en el texto.

		Infinitive
He	likes	_____
_____		_____
It	_____	Gerund

_____	love	Noun
You		_____
_____		_____
They	_____	_____

5. Underline the correct option.
Subraya la opción que corresponda.

- A) She likes her job and cooking.
 - a) Sandra
 - b) Rosalía
 - c) Francisco.

- B) He loves playing soccer.
 - a) Mario
 - b) Sandra
 - c) Francisco

- C) She doesn't like mathematics.
 - a) Rosalía
 - b) Mario
 - c) Sandra

- D) He hates boxing.
 - a) Mario
 - b) Francisco
 - c) Sandra

6. Match the columns.

Relaciona las columnas.

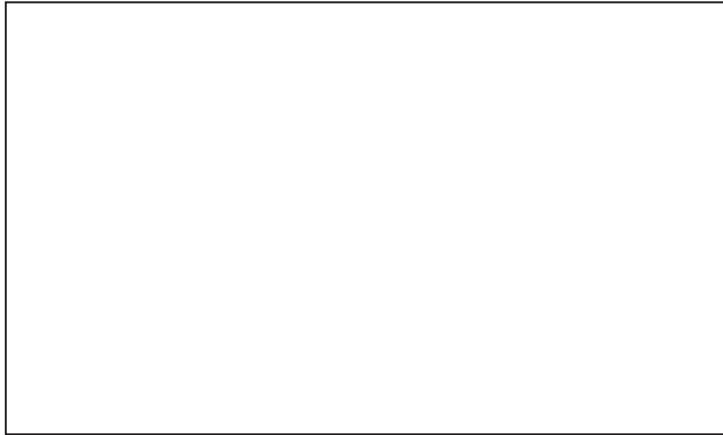
Occupations	Likes

_____	a) He likes to win golden medals at the Olympic Games.
_____	b) She loves writing stories with correct punctuation marks.
_____	c) He doesn't like modern music.
_____	d) He hates junk food.
_____	e) She loves to heal people at the hospital.
_____	f) He hates noise.
_____	g) He loves doing exercise.
_____	h) She doesn't like people when people die.
_____	i) She hates to get sick.
_____	j) She doesn't like mathematics, she prefers Spanish.
_____	k) He loves to playing the guitar.
_____	l) He likes playing the piano.
_____	m) She likes reading.
_____	n) She likes to help people.
_____	o) He doesn't like jeans and boots, He prefers pants and tennis shoes.
_____	p) She hates students don't do homework.

7. Write about your family. Look at Mario's example. Draw your family in the chart.

Escribe acerca de tu familia. Toma el ejemplo de Mario. Dibuja a tu familia en el cuadro.

Hello, I'm _____. My family is _____ (big/small)
 We are _____ members. _____



Lesson 7

Do you like tennis?



Read

1. Write the underlined word under each picture.
Escribe la palabra subrayada debajo de cada imagen.



2. Read the dialogue.

Lee el diálogo.

David: Let me show you my room.

Mario: O.K.

David: Look. I like sports and movies that's the reason why I have many posters on the wall.

Mario: Do you like tennis?

David: No, I don't. That's my father's racquet. I like soccer as I said in my letter.

Mario: Do you like comics?

David: Yes, I do. I love them. They're interesting and funny. What about You, what else do you like?

Mario: Well, I like listening to music and going to the movies.



Write

3. Answer the questions with your information.

Contesta las preguntas con tu información.

a) Do you like swimming? _____

b) Do you like basketball? _____

c) Do you like English? _____

d) Do you like reading stories? _____

e) Do you like riding a horse? _____



Think

4. Complete the sentences.

Completa las oraciones.

a) _____ you like basketball? Yes, I _____.
No, I _____.

5. Interview to some classmates and complete the chart with ✓ or ✗.

Entrevista a algunos compañeros y completa el cuadro con ✓ o ✗.

Use:

Usa:

Do you like...?

Name	Basketball	Soccer	Watching T.V.	Dancing

6. Write about one classmate. Use the information in the chart.

Escribe sobre uno de tus compañeros. Usa la información del cuadro.

Lesson 8

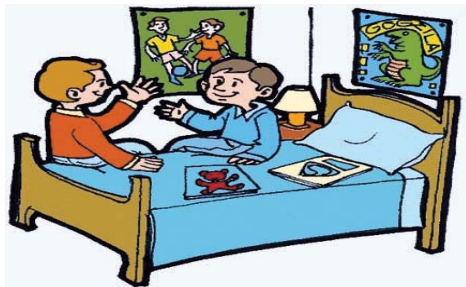
Does your father like soccer?



Read

1. Identify Mario's and David's bedroom.
Identifica la recámara de Mario y la de David.





2. Read the dialogue.
Lee el diálogo.

David: This is your room. I hope you like it.

Mario: Sure, thanks. It's great. I'm going to hang a picture of my family. Look, this is my mother, my sister, my father and me.

David: Does your father love soccer as mine?

Mario: Yes, he does. He plays with



his students.
David: Does he like to see movies?
Mario: No, he doesn't. he prefers to
watch T.V soccer games.
David: Our fathers have similar likes.



Write

3. Answer the questions.
Contesta las preguntas.

- a) Does Mario's father love soccer? _____
- b) Does Mario's father play soccer with his students? _____
- c) Does Mario's father like to see movies? _____
- d) Does Mario's father prefer to watch T.V. soccer games? _____



Think

4. Circle the correct sentence.
Encierra la oración que corresponda.

- | | |
|-----------------------|-------------------------|
| a) Do he like soccer? | b) Does he like soccer? |
| a) Yes, he does. | b) Yes, he do. |
| a) No, he doesn't. | b) No, he don't. |

5. Design an interview for a classmate.
Diseña una entrevista para un compañero de tu clase.

- a) What's your mother's name? _____
- b) Does she like cooking? _____
- c) _____ ?
- d) _____ ?

- e) _____?
- f) _____.

6. Interview to your classmate and write the answers. Then write a text.
Entrevista a tu compañero y escribe las respuestas. Después escribe un texto.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

_____ mother's name is _____. She likes _____

Lesson 9

Does she like cooking?



Read

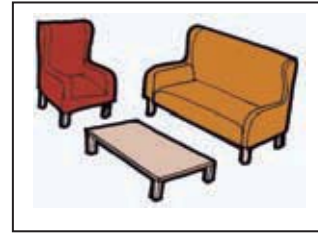
1. Identify the place where Mrs. Smith and Mario are. Write a .
- Identifica el lugar donde están la señora Smith y Mario. Escribe una .*



Bedroom



Kitchen



Dining room

2. Read the dialogue.
Lee el diálogo.

Mario: Good morning Mrs. Smith. What are you doing?

Mrs. Smith: Good morning Mario. I'm cooking breakfast. I love it.

Mario: I know, David said to me.

Mrs. Smith: Does your mother like cooking?

Mario: Yes, she does. And she does it very well.

Mrs. Smith: Really? Tell me about her. What does she like cooking?

Mario: she likes cooking vegetables and chicken.

Mrs. Smith: Does she go to the supermarket?

Mario: No, she doesn't. She goes to the market. There she also buys fruit.

Mrs. Smith: I love Mexican markets. They're so pretty!





Write

3. Circle the correct option.
Encierra la opción que corresponda.

A) Mrs. Smith is cooking:

- a) dinner
- b) pizza
- c) breakfast

B) Mario's mother likes:

- a) coking
- b) sleeping
- c) swimming

C) Does Mrs. Smith like cooking?

- a) No, she doesn't.
- b) Yes, she does.
- c) No, she don't.

D) Where does Mario's mother buy fruits and vegetables?

- a) in the supermarket.
- b) in the grocery.
- c) in the market.

E) Does Mrs. Smith hate Mexican markets?

- a) No, she doesn't.
- b) Yes, she does.
- c) No, she don't.













Think

4. Complete the chart.
Completa el cuadro.

Do / Don't	Does / Doesn't
they	it
we	

5. Look at the pictures and classify them.
Observa los dibujos y clasifícalos.

				
apples	avocado	chili peppers	pineapple	lettuce
				
onion	grapes	pears	tomatoes	oranges

Fruits

Vegetables

_____	_____
_____	_____
_____	_____
_____	_____

6. Match the columns.
Relaciona las columnas.

- _____ Does your mother like onion?
- _____ Do you like apples?
- _____ Does your father love pears?
- _____ Does your dog like grapes?
- _____ Do your friends like oranges?

- a) No, it doesn't.
- b) Yes, he does.
- c) Yes, they do.
- d) Yes, I am.
- e) No, she doesn't.

Lesson 10

I like vegetables and fruits



Read

1. Unscramble the words and complete the list of the supermarket.
Acomoda las palabras y completa la lista del supermercado.

- a) DAVOCAO _____
b) PNEIPALEP _____
c) ONINO _____
d) NGEROA _____

LIST
CARROTS

CUCUMBER

2. Read the dialogue.
Lee el diálogo.

Mr. Smith: Do you have the list of the super David?

David: Yes, I have it. We have to buy carrots, tomatoes **and** a lettuce.

Mario: Don't forget the cucumbers.

David: You're right. Do you like vegetables Mario?

Mario: Yes, **but** I don't like broccoli. And you?

David: I like some vegetables, **but** I hate onion. I think it is sad, it always makes you cry.

Mr. Smith: Ha, ha, ha! And, what about fruits Mario?

Mario: Well, I like oranges, apples **and** strawberries, **but** I hate bananas and papaya.

Mr. Smith: What a shame! Bananas and papaya are in the list. I love them.



Write

3. Join with a line.
Une con una línea.

Mario	He likes some vegetables, but hates onion. He hates papaya and bananas.
Mr. Smith	He loves papaya and bananas. He likes vegetables, but doesn't like broccoli.
David	He likes oranges, apples and strawberries.



Think

4. Complete the sentences.
Completa las oraciones.

* You use this word to join ideas.

I like oranges, apples _____ strawberries.

I love vegetables _____ fruits.

* You use this word to contrast an idea.

I like vegetables, _____ I don't like onion.

I like fruits, _____ I hate bananas.



Write

5. Write a list of fruits and vegetables.
Escribe una lista de frutas y verduras.

Fruits	
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Vegetables	
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

6. Ask to a classmate and write or next to each word on the list. Then write about she or he.

Pregunta a un compañero y escribe o junto a cada palabra en la lista. Después escribe acerca de él o ella.

_____ likes vegetables but _____

_____.

_____ loves fruits but _____

_____.

Lesson 11

David loves comics



Read

1. Underline the best option.
Subraya la mejor opción.

A) In the letter, who is Sandra?

- a) Sandra is Mario's mother.
- b) Sandra is Mario's sister.
- c) Sandra is Mario's girlfriend.

2. Read the letter.
Lee la carta.

October 4th, 2007.

Dear Sandra,

I miss you a lot. I hope you are getting good grades at school. I want to tell you about my new friends at school. David, Sandy, Philip and Roxane. David likes comics. Sandy loves fashion shows. Philip doesn't like water and Roxane hates soccer games. We have different likes but all we are good friends. They are so kind with me and help me to learn more about English. Please, send me back a letter or an e-mail. I love you.

Kisses,
Mario.



Write

3. Match the columns.

Relaciona las columnas.

- | | | |
|-------|--------------------------|------------|
| _____ | He likes comics. | a) Roxane. |
| _____ | He doesn't like water. | b) David. |
| _____ | She hates soccer games. | c) Sandra. |
| _____ | She loves fashion shows. | d) Philip. |
| _____ | He writes the letter. | e) Sandy. |
| _____ | She is Mario's sister. | f) Mario. |



Think

4. Answer the question.
Contesta la pregunta.

A) What do you notice in next words?

- a) likes and comics
- b) loves and movies
- c) hates and games

B) Write the rule.



Write

5. Complete the sentences.
Completa las oraciones.

- a) She _____ (love) _____ (grape in plural).
- b) He _____ (like) _____ (movie in plural).
- c) He _____ (hate) _____ (soccer game in plural).
- d) My father _____ (prefer) _____ (sport in plural).
- e) My mother _____ (cook) delicious potatoes.
(potato)
- f) My sister _____ (like) strawberries.
(strawberry)

6. Imagine you are far away from your family. Write a letter to your sister or brother telling about your new friends and their preferences.

Imagina que estás muy lejos de tu familia. Escribe una carta a tu hermano o hermana contándole sobre tus nuevos amigos.

Dear _____,

I miss you a lot. _____

_____.

Kisses,

Lesson 12

Mini Check



Read

1. Read the dialogue.

Lee el diálogo.

Steve: Do you like soccer, Mario ?

Mario: No, not really, I like basketball. And you Steve, do you like playing soccer?

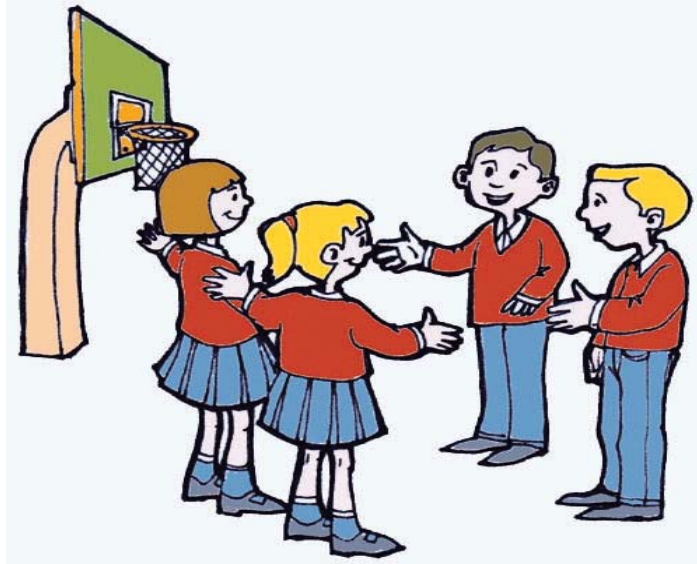
Steve: Yes, I like it but I hate basketball. What about you David, what sports do you like?

David: I like swimming and basketball and I love playing soccer.

Steve: Yes, we know. And what about you Philip?

Philip: I hate swimming because I don't like water, it is always cold.

David: We think you don't like to take a shower. Ha, ha, ha, ha.





Write

2. Use the information from the dialogue to write ✓ or ✗. And ✓✓ or ✗✗.
Usa la información del diálogo para escribir ✓ o ✗. Y ✓✓ o ✗✗.

Sport	Steve	Mario	David	Philip
Basketball				
Soccer				
Swimming				

3. Match the word with the picture. Write the name of the sport on the line.
Relaciona la palabra con el dibujo. Escribe sobre la línea el nombre del deporte.

swimming	soccer	baseball	<u>cycling</u>
volleyball	basketball	tennis	running



cycling

















Think

4. Does the dialogue mention any sports you play in your school at recess or in the Physical Education class?

¿En el diálogo mencionan algunos deportes que tú juegas en la escuela en el receso o en la clase de Educación Física?

Yes _____ No _____

Which one? _____



Read



Write

5. Read and answer the questions about you.

Lee y contesta las preguntas acerca de ti.

- a) What sports do you like? _____
- b) Does your father like baseball? _____
- c) Do you like swimming? _____
- d) Does your mother like cooking? _____
- e) Do you like basketball? _____
- f) Does your sister like mathematics? _____
- g) Does your brother like movies? _____

6. Use the questions to interview a classmate and complete the text.

Usa las preguntas para entrevistar a un compañero y completa el texto.

- a) What sports do you like? _____
- b) Do you like baseball? _____
- c) Do you like swimming? _____
- d) Do you like volleyball? _____
- e) Do you like basketball? _____

_____ likes _____, _____ and _____,
(name)
but _____ doesn't like _____ and _____.
(he/she)

Lesson 13

Would you like to go to a party?



Read

1. The dialogue is about:

El diálogo habla de:

a) a baseball game

b) a party

c) a concert

2. Read the dialogue.

Lee el diálogo.

David: What are you doing?

Mario: I'm cleaning my bedroom.

David: Do you like parties?

Mario: Yes, I love them.

David: Would you like to go to a party?

Mario: That sounds great, but I have to finish my chores. When is it?

David: It's today at five in the afternoon. You have time enough to do them.

Mario: O.K. Where is it?

David: It's at Sandy's house. It's her birthday.

Mario: Do you have a gift for her?

David: Yes, of course.





Write

3. Complete the sentences.
Completa las oraciones.

- a) _____? I'm cleaning my bedroom.
- b) Do you like parties? _____
- c) _____? That sounds great.
- d) _____ the party? It is at Sandy's house.
- e) Do you have a gift for her? Yes, _____.



Think

4. Go back to the dialogue. Identify the question to make invitations.
Regresa al diálogo. Identifica la pregunta para hacer invitaciones.

You use _____ to make an invitation.

5. Write or in the charts about your preferences.

Escribe o en los cuadros acerca de tus preferencias.



A soccer game



A pic nic in the forest.



An expedition to the mountain.



An exhibition at the Archaeological Museum.



A birthday party.



A rock concert

6. Interview to a classmate using the images in exercise 5. Use the chart to registry the answer.

Entrevista a un compañero tomando en cuenta las imágenes del ejercicio 5. Usa el cuadro para registrar las respuestas.

Would you like to go to...?	Student 1	Student 2
a soccer game	Yes No	Yes No
	Yes No	Yes No
	Yes No	Yes No
	Yes No	Yes No
	Yes No	Yes No
	Yes No	Yes No

7. Exchange your opinion with the class about which activities attracted more students.

Intercambia tu opinión con la clase para identificar cuáles actividades atrajeron a más estudiantes.

Lesson 14

Why don't we go to the movies?



Read

1. Order the days of the week and answer the question.
Ordena los días de la semana y contesta la pregunta.

1. Monday _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Wednesday
Tuesday
Friday
Sunday
Thursday
Saturday
~~Monday~~

a) Say what day it is in the dialogue. _____

2. Read the dialogue.
Lee el diálogo.



Mrs. Smith: Today is Sunday! What are we going to do?
Mr. Smith: There is an excellent soccer game at the stadium.
Mrs. Smith: No, I don't like soccer!
Mario: No, I don't like soccer!

David: Relax. Why don't we go to the movies?
 Mrs. Smith: That's a good idea.
 David: There is a romantic movie, a horror movie and an action movie.
 What would you like to see?
 Mario: I'd like an action movie. What do you think?
 Mrs. and
 Mr. Smith: An action movie it's O.K.



Write

3. Write TRUE or FALSE.

Escribe TRUE (verdadero) o FALSE (falso).

- a) It is Monday. _____
- b) Mr. Smith suggests to go to a soccer game. _____
- c) Mario likes soccer. _____
- d) David suggests to go to the movies. _____
- e) They decide to see a romantic movie. _____
- f) Mrs. Smith agrees with David to go to the movies. _____



Think

4. Write the missing expression.
Escribe la expresión que falta.

Situation

Optional invitation

I don't like romantic movies. _____ see an action movie.

5. Get in a team of four students to complete the dialogue.
Forma un equipo de cuatro estudiantes para completar el diálogo.

Student A: What are we going to do next weekend?

Student B: Why don't we _____?

Student C: No, _____.
 Student D: So, why don't we _____?
 Student A: Yes, _____.
 What do you think?
 Student B: _____.
 Student C: _____.

6. Act out your dialogue to your class.
Actúa el diálogo a la clase.

Lesson 15

Let's eat Mexican food




Read

1. Write the correct letter on the line.
Escribe la letra correcta sobre la línea.

Mexican food. _____
 Chinese food. _____
 Fast food. _____


a)

MAC HAMBURGERS
 Combo 1
 Fries
 Bacon hamburger
 Soda
 Pie
 Combo 2
 Chicken hamburger
 Baked potato
 Ice cream
 Juice



b)

Dragon China




Chop Suey
Noodles
Rice with pork
Fried rice

Drinks
Sodas
Water
Green tea

c)

Mi taquito
Drinks
 Fruit water
 Sodas
 Juice

Tacos
 Enchiladas
 Sopes
 Mole
 Fajitas



2. Read the dialogue.
Lee el diálogo.

David: The movie was exiting, wasn't it?
Mario: Yes, you're right but now I'm hungry.
Mr. Smith: Me too. Let's eat Chinese food.
Mrs. Smith: No, I'd prefer Mexican food. What do you think Mario?
Mario: Wow! It's a great idea. I miss Mexican food a lot.
David: I would like to try "tacos".
Mr. Smith: O.K. You're the winners. Let's eat Mexican food.
Then let's go for an ice cream.



Write

3. Write on the line the number according to the sequence of the events in the dialogue.

Escribe sobre la línea el número de acuerdo con la secuencia de los eventos en el diálogo.

- _____ Mrs. Smith doesn't want Chinese food, she prefers Mexican food.
- _____ At the end of the movie Mario is hungry.
- _____ Finally, they decide to eat Mexican food.
- _____ Mr. Smith suggests to eat Chinese food.
- _____ David would like to try "tacos".



Think

4. Complete the sentences.

Completa las oraciones.

_____ is another way to make an invitation. For example:

- a) _____ eat Chinese food.
b) _____ watch a soccer game.

5. Ask to a classmate about the menus. Write a or next to the food or drink that he or she prefers.

Pregunta a un compañero tomando en cuenta los menús. Escribe o junto a la comida o bebida de su preferencia.

Do you like...?

- hamburgers
- tacos*
- chop suey
- soda
- mole
- fruit water
- fried rice
- pie
- green tea

6. Answer the question and invite to your classmate to eat.

Contesta la pregunta e invita a tu compañero a comer.

- a) What kind of food does your classmate like? _____

Lesson 16

Shall we go to a rock concert?



Read

1. What is the dialogue about?

¿De qué trata el diálogo?

- a) a soccer game b) a rock concert c) an exhibition.

2. Read the dialogue.

Lee el diálogo.

David: Look Mario, there will be a rock concert next weekend. Shall we go?

Mario: Yes, I'd love to. Rock music is my favorite.

David: Let's ask my father.

David: Can we go to the rock concert dad?

Mr. Smith: Mmmmm! What time is it?

Mario: It's at eight in the evening Mr. Smith. And it finishes at eleven o'clock.

Mr. Smith: It's too late.

David and

Mario: Please, please, please.

Mr. Smith: O.K. But your mother and me let's wait for you at the end of the concert.





Write

3. Circle the option that corresponds.
Encierra la opción que corresponda.

- A) Mario and David are going to assist to a...
 - a) party
 - b) rock concert
 - c) soccer game

- B) The rock concert is at ...
 - a) eight in the evening
 - b) eight in the morning
 - c) nine in the evening

- C) What time does the concert finish?
 - a) at eight o'clock
 - b) at one o'clock
 - c) at eleven o'clock

- D) Mario's favorite music is...
 - a) classical
 - b) pop
 - c) rock

- E) Who do Mario and David ask for permission?
 - a) Mrs. Smith
 - b) Mr. Smith
 - c) Mario's mother



Think

4. Complete the chart with information from previous lessons.
Completa el cuadro con información de lecciones anteriores.

Expressions to make an invitation	Expressions to accept an invitation

5. Complete the dialogue with the options from the chart.
Completa el diálogo con las opciones del cuadro.

Shall we go Shall we go There is a car show That's a good idea

Sandy: Look David there is a fashion show next Saturday.
_____?

David: No, that's not for me. Look, there is a car show on Sunday.
Shall we go?

Sandy: I don't think so. I don't like cars.

David: Well, there is a basketball game at the school gymnasium on
Sunday. _____?

Sandy: _____. I like basketball.

6. Practice the dialogue with a classmate and act it to the class.
Practica el diálogo con un compañero y actúalo para tu clase.

Lesson 17

Would you like to see a movie today?



Read

1. Match the activity with the picture.
Relaciona la actividad con el dibujo.

- a) They are chatting.
- b) They are speaking on phone.



2. Read the dialogue.

Lee el diálogo.

Ring, ring, ring!

Sandy: Hello!

David: Hi, this is David.

Sandy: Yes, I am.

David: What are you doing?

Sandy: I'm listening to music.

David: Would you like to see a movie today?

Sandy: No, thanks. Today I'm going to visit my grandmother.

David: O.K. I understand. What about tomorrow?

Sandy: Yes, I'd love it.

David: O.K., see you tomorrow at three o'clock at your house.

Sandy: Sure. See you tomorrow.



Write

3. Correct the sentences according to the dialogue.

Corrige las oraciones de acuerdo con el diálogo.

a) Sandy is watching T.V.

b) Sandy has to visit her grandfather.

c) David invites Sandy to a soccer game.

d) David is going to see Sandy at school.

e) David is going to see Sandy at five o'clock.



Think

4. Complete with the expressions underlined in the dialogue.
Completa con las expresiones subrayadas en el diálogo.

Answers

Invitation

5. Read the expressions.
Lee las expresiones.

Would you like to go to the park?
Would you like to go to the museum?
Let's to see a movie in your house.
Yes, I'd love it.
Yes, of course.
That's a good idea.
That sounds great.
No, thanks.
No, I prefer stay at home.
There is an interesting exhibition.

6. Use the expressions to make a dialogue.
Usa las expresiones para hacer un diálogo.

Lesson 18

No, thanks. I hate horror movies



Read

1. Find five cognates in the dialogue.
Encuentra cinco cognados en el diálogo.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. Read the dialogue.
Lee el diálogo.

Mr. Smith: What are you doing?

Mrs. Smith: I'm writing an e-mail to Mario's mother.

Mr. Smith: Good! Shall we go to the stadium when you finish?

Mrs. Smith: Thanks but I don't like soccer as you know.

Mr. Smith: Well, why don't we go to the movies? Today is the premier of
Killerman.

Mrs. Smith: No, thanks. I hate horror movies.

Mr. Smith: So, would you like to visit the zoo?

Mrs. Smith: No, I can't. I have to visit the dentist at five o'clock. Why don't you come with me?

Mr. Smith: O.K. Let's to visit the dentist.



Write

3. Write TRUE or FALSE.

Escribe TRUE (verdadero) o FALSE (falso).

- a) Mrs. Smith is watching T.V.
- b) Mrs. Smith hates horror movies.
- c) Mr. Smith invites to Mrs. Smith to the movies.
- d) Mrs. Smith and Mr. Smith are going to visit the zoo.
- e) Mrs. Smith has a date with the dentist.



Think

4. Complete the invitations and the chart.

Completa las invitaciones y el cuadro.

- a) Why don't we _____ ?
- b) Shall we _____ ?
- c) Would you like to _____ ?
- d) Let's _____

Yes	No
Yes, I love it. Yes, I'd like. That sounds great. It's _____ idea.	No, _____. No, I prefer stay at home. No, thank you. I'm very busy. Thanks, I prefer to watch T.V

5. Work in pairs to make a dialogue.
Trabaja en parejas y elabora un diálogo.

You: Why don't we _____
 Classmate: No, _____
 You: _____
 Classmate: No, _____
 You: _____
 Classmate: Yes, _____

Lesson 19 ■

Project. We invite to you to our St. Valentine's celebration. Part one

1. In order to enrich friendship and love between your classmates and all the students from your school you can organize a celebration the St. Valentine's day. First, write a letter to ask for permission to the principal at your school. You can use the letter below.

Para enriquecer la amistad y el amor entre tus compañeros y todos los alumnos en tu escuela puedes organizar el festejo del día de San Valentín. Primero, escribe una carta para pedir permiso al Director de tu escuela. Usa el formato de la siguiente carta.

Dear Principal _____:

The first grade group _____ would like to celebrate _____ day.

Regards,

2. Copy the letter in a sheet of paper and send it to the Principal. Wait for the answer.

Copia la carta en una hoja de papel y envíala al Director. Espera la respuesta.

3. Discuss with your classmates and the teacher about the date, place and hour for the St. Valentine's celebration. Answer the questions.

Discute con tus compañeros y maestro acerca de la fecha, el lugar y la hora para la celebración del día de San Valentín. Contesta las preguntas.

- a) Where is the celebration? _____
- b) When is the celebration? _____
- c) What time is the celebration? _____
- d) Who are going to assist to the party? _____

4. Discuss about the food and drinks for the party. Make a list.
Discute acerca de la comida y bebidas para la fiesta. Haz una lista.

Food	Drinks
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. How are you going to invite the students from your school to your party?
¿Cómo van a invitar a los alumnos de la escuela a su fiesta?

- With a:
- a) Letter
 - b) **Invitation card.**
 - c) E-mail.

Lesson 20

Project. We invite to you to our St. Valentine's celebration. Part two

1. Design an invitation card for the St. Valentine's party. Look at the example.
Diseña una tarjeta de invitación para la fiesta del día de San Valentín. Observa el ejemplo.



2. Give an invitation to each student at your school.
Da una invitación a cada uno de los alumnos en tu escuela.

3. Next class you are going to do your party. After that exchange opinions about what happened.

En la próxima clase ustedes realizarán su fiesta. Después intercambia opiniones acerca de lo que pasó.

Lesson 21

Review



Read



Write

1. Unscramble the words according to the images.

Acomoda las letras para formar palabras tomando en cuenta las imágenes.



RECOCS



NSITNE



GWSIMNMI



BXONGI



LLASBEKTBA



YLLABVEOLL

2. Look at the chart and complete the text.
Observa el cuadro y completa el texto.

	Soccer	Basketball	Boxing
Mario	x	✓	x
David	✓	✓	x
Mrs. Smith	x x	✓	x
Mr. Smith	✓✓	x	✓

Mario likes _____ but, he doesn't like _____ and _____ boxing.

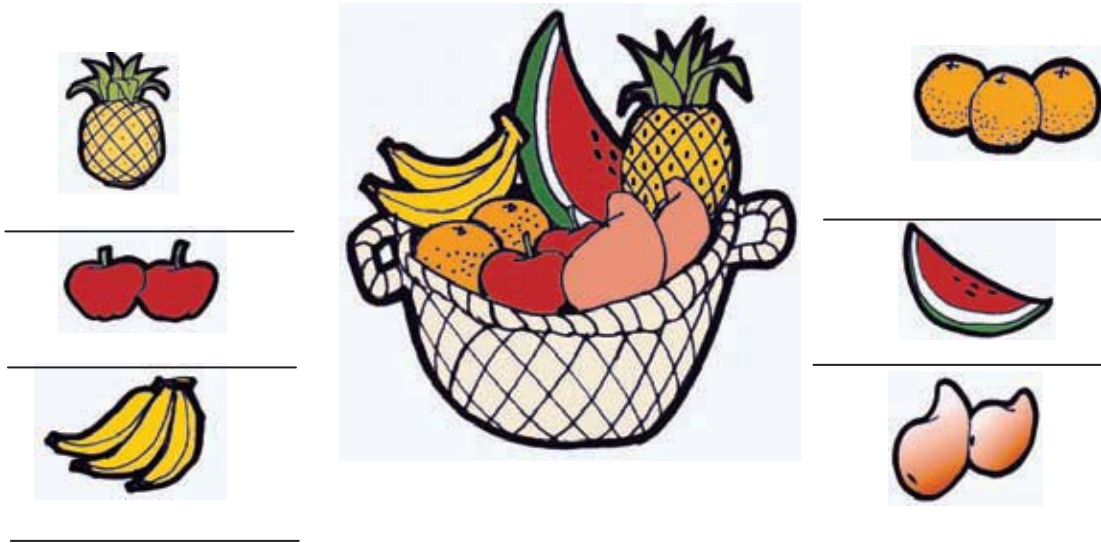
David likes soccer and _____ but, he doesn't like _____.

Mrs. Smith hates _____. She doesn't like _____ but, she likes basketball.

Mr. Smith loves _____. He likes _____ but, he doesn't like _____.

3. Label the words.
Ubica las palabras.

apples, oranges, pineapple,
 mangoes, watermelon, bananas



4. Answer the questions with your information.

Contesta las preguntas con tu información.

- a) Do you like vegetables? _____
- b) Does your mother like apples? _____
- c) Does your father like fruits? _____
- d) What's your favorite fruit? _____
- e) Do you like oranges? _____

5. Order the dialogue.

Ordena el diálogo.

- _____ Sandy: When is it?
- 1 _____ Mario: Sandy what kind of movies do you like?
- _____ Sandy: Yes, I'd love it.
- _____ Sandy: I like comedy movies and horror movies.
- _____ Mario: It's next Friday at four o'clock.
- _____ Mario: Would you like to go to the premier of "Killerman".

6. Read the dialogue.

Lee el diálogo.

Roxane: Hi! What are you doing?
 David: We are planning a party at Philip House.

Roxane: That sounds great.

Sandy: We are talking about food. Shall we prepare some sandwiches?

Philip: No, it's better to ask some pizzas.

Mario: Yes, that's a good idea. I love pizzas. Why don't we buy some sodas too?

David: Sure. I buy the sodas.

Roxana: Would you like a chocolate cake?

Philip: Yes, of course. It's my birthday.

Mario: So, let's invite some clowns.



7. Complete the chart with information from the dialogue.
Completa el cuadro con información del diálogo.

Invitations	Answers

Answer Key/Respuestas

Lesson 6/ Mini Check

Page/ página 190

1.

Mario's family.

Mario
Son

Sandra
Daughter

Rosalia
Mother

Francisco
Father

Page/ página 191

3.

- | | |
|--------------------------------------|--------------|
| a) Mario has a big family. | <u>FALSE</u> |
| b) Rosalia likes her job. | <u>TRUE</u> |
| c) Francisco loves teaching. | <u>TRUE</u> |
| d) Sandra loves mathematics. | <u>FALSE</u> |
| e) Mario prefers playing basketball. | <u>TRUE</u> |
| f) Francisco doesn't like soccer. | <u>FALSE</u> |
| g) Mario hates boxing. | <u>TRUE</u> |
| h) Rosalia likes cooking. | <u>TRUE</u> |

Page/ página 192

4.

He	likes	Infinitive
<u>She</u>		<u>to teach</u>
It	<u>loves</u>	<u>to play</u>
		<u>to learn</u>
		Gerund
		<u>cooking</u>
		<u>playing</u>
		Noun
<u>I</u>	love	<u>job</u>
You		<u>mathematics</u>
<u>We</u>	<u>like</u>	<u>boxing</u>
They		<u>basketball</u>

- o) He doesn't like jeans and boots,
He prefers pants and tennis shoes.
- p) She hates students
don't do homework.

Lesson 12/ Mini Check

Page/ página 211

2.

Sport	Steve	Mario	David	Philip
Basketball	xx	✓	✓	
Soccer	✓	x	xx	
Swimming			✓	xx

Page/ página 211

3.

swimming	soccer	baseball	<u>cycling</u>
volleyball	basketball	tennis	running



cycling



soccer



running



baseball



swimming



tennis



volleyball



basketball

Lesson 21/ Review.

Page/ páginas 231-232

1.



RECOCS

SOCCER



NSITNE

TENNIS



GWSIMNMI

SWIMMING



BXONGI

BOXING



LLASBEKTBA

BASKETBALL



YLLABVEOLL

VOLLEYBALL

2.

	Soccer	Basketball	Boxing
Mario	x	✓	x
David	✓	✓	x
Mrs. Smith	x x	✓	x
Mr. Smith	✓✓	x	✓

Mario likes basketball but, he doesn't like soccer and boxing.
 David likes soccer and basketball but, he doesn't like boxing.
 Mrs. Smith hates soccer. She doesn't like boxing but, she likes basketball.
 Mr. Smith loves soccer. He likes boxing but, he doesn't like basketball.

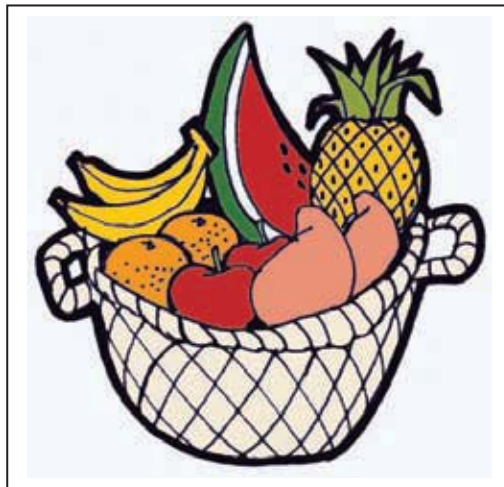
3.

apples, oranges, pineapple,
mangoes, watermelon, bananas

pineapple

apples

bananas



oranges

watermelon

mangoes

5.

- 5 Sandy: When is it?
1 Mario: Sandy what kind of movies do you like?
4 Sandy: Yes, I'd love it.
2 Sandy: I like comedy movies and horror movies.
6 Mario: It's next Friday at four o'clock.
3 Mario: Would you like to go to the premier of "Killerman".

7.

Invitations	Answers
Shall we prepare some sandwiches?	That sounds great.
Why don't we buy some sodas?	No, is better to ask some pizzas.
Would you like a chocolate cake?	That's a good idea.
Let's to invite some clowns.	Sure
	Yes, of course.

Materiales de apoyo

Temas	Material sugerido
Si los estudiantes desean suscribirse a alguna de estas páginas para intercambiar correos electrónicos y hablar sobre sus gustos y preferencias o hacer invitaciones.	<ul style="list-style-type: none">• www.epals.com• www.rsts.net/home/epals/index/html

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