

ENGLISH I

Student's book

Claudia Isabel Marín Sánchez



Writing

Reading

Speaking

Listening



Universidad Veracruzana
Dirección Editorial

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Claudia Isabel Marín Sánchez

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Prólogo

En México, ser maestro de inglés de éxito no es fácil, pero tampoco es imposible, como se puede comprobar en la Universidad Veracruzana donde he podido encontrar maestros excelentes. Un maestro de lenguas exitoso debe ser inteligente, creativo, listo, empático, comunicativo y sobre todo incansable e ingenioso. Claudia Marín, quien es egresada de la Maestría en la Enseñanza del Inglés como Lengua Extranjera, es un ejemplo claro de una maestra exitosa. Pero va más allá, sabedora que el contar con materiales idóneos que faciliten la enseñanza-aprendizaje de una lengua extranjera es indispensable, no se conformó en buscar materiales, sino que los creó. Y es así como nació este libro con sabor a éxito y con un aroma de arduo trabajo y mucho esfuerzo.

El objetivo de este libro es facilitar el proceso de enseñanza-aprendizaje de inglés a nivel básico a los alumnos y a los maestros. En este libro vemos reflejada la experiencia de más de 25 años dando clases en inglés, pero también el cariño por sus alumnos. Entonces, así como vamos aprendiendo inglés con el apoyo de este libro también vamos encontrando imágenes, audios, textos y ejercicios llenos de compromiso y cariño al descubrir contribuciones de colegas, amigos y familia, y un gran afán de servir.

Son nueve unidades llenas de ejercicios que nos llevan a aprender, desde saludar y despedirse hasta expresar nuestras habilidades.

La cultura e idiosincrasia de los pueblos es una parte inherente en el aprendizaje de un idioma. Este libro presenta un suplemento cultural que enriquece la experiencia de aprendizaje. Contiene 10 insertos sobre lugares diferentes en donde, además de practicar la lectura, comprensión auditiva y vocabulario a un nivel A1, nos lleva por un paseo intercultural.

Además, esta experiencia de inmersión se complementa con una sección destinada a aprender a aprender; estrategias que nos enseñan y ayudan a aprender, algo indispensable para el aprendizaje, pero que siempre damos por hecho. Estas estrategias son parte fundamental del aprendizaje de vida y son transferibles a cualquier área de aprendizaje.

En resumen, este libro de texto nos lleva por un viaje de aprendizaje de inglés, de interculturalidad y de apropiación desde un punto local, dirigido específicamente a nuestros alumnos del primer curso de inglés.

Mtra. Adriana Victoria Abad Florecano
Directora de los Centros de Idiomas y de Autoacceso
Julio de 2022

Dear student:

This material was developed to help you learn English. It is the result of a previous research, teaching experience and collaborative work. Its main objective is to promote the development of the four basic skills (speaking, writing, listening and reading). All the activities were designed to make you learn and practice to communicate in a basic level.

It has nine units based on the communicative approach. It also has an introduction to learning to learn and memorization strategies, a grammar review section and a cultural supplement. Included are the vocabulary audios and conversations from the book, i.e. all the audio materials that will allow you to learn the language in a dynamic and efficient way. Find the audios and download them for free at: <https://www.uv.mx/editorial/multimedia/english-1-audios-book/>


Estimado estudiante:

Este material fue diseñado para ayudarte en el aprendizaje del idioma inglés. Es el resultado de una investigación previa, de la experiencia docente y del trabajo colaborativo de profesores y estudiantes universitarios. El objetivo principal de este libro es promover el desarrollo de las cuatro habilidades (hablar, escribir, escuchar y leer). Todas las actividades fueron diseñadas para que aprendas a comunicarte en un nivel básico.

Contiene nueve unidades basadas en el enfoque comunicativo. También incluye una introducción de los temas aprender a aprender y estrategias de memorización, una sección de revisión gramatical y un suplemento cultural. Se incluyen los audios de vocabulario y las conversaciones del libro, es decir, todos los materiales auditivos que te permitirán aprender el idioma de una manera dinámica y eficiente. Encuentra los audios y descárgalos de forma gratuita en el siguiente vínculo: <https://www.uv.mx/editorial/multimedia/english-1-audios-book/>


UNIT 1

1. Saying hello and good bye


- A.  Write the following expressions in the corresponding chart.

Good morning	Good bye!
Good night.	How is it going?
Good evening	So long.
Morning!	Hello!
Hi, everyone!	See you soon!
Good afternoon	Hey!
See you tomorrow	Bye-bye!


Saying hello	Saying good bye
Good morning!	Good bye!

- B. **Group work.**  Practice saying hello and good bye with your classmates. Use the expressions from the previous charts.

2. The alphabet

- A.  Listen and practice.

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

- B.  Listen and circle the correct letter.

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. N M L | 2. Y I H | 3. S C Z | 4. V B D | 5. Q K C |
| 6. E A F | 7. T D B | 8. J G H | 9. K L M | 10. I A E |

- C. **Pair work.**  **How do you spell it?** Take turns spelling the following.


1. Noah Brown
2. Leo Davis
3. Gabriel Diaz
4. Catherine Moore
5. Janet Harris
6. Nicholas Rivera
7. Vinicius Ramirez
8. Nathalia Oliveira

Example:

A: How do you spell Noah?

B: It's N-o-a-h. How about Brown?

A: (It's) B-r-o-w-n

- D.  What's your last name? Listen and complete the chart.

First name & last name

1. Bernard _____.
2. Rodney _____.
3. _____ Evans.
4. Lucille _____.
5. Anselmo _____.
6. _____ Osei.

- B. **Pair work.** Ask and answer with your own information.

- What's your first name? My first name's/ It's ...
- How do you spell your first name/ it? (It's) A-r-e-n....
- What's your nickname? It's.../ I don't have a nickname.
- How do you spell your nickname/it? It's... M-o...
- How about your last name? It's...
- Can you spell it? Sure, it's P-e-

3. The verb to be

Grammar explanation

The verb to be (affirmative)

I'm Bernard Clayton.	I am = I'm
It's Joshua.	You are = you're
My name is Monserrat.	He is = he's
My nickname is Magui.	She is = she's
	It is = it's
	We are = we're
	They are = they're
	<i>You = singular & plural</i>

The verb to be (Interrogative/WH questions)

Wh + be + subject + complement?

What's your English teacher's name?
It's Martin.
What's your full name?
It's Antonio Garcia.
What's your nickname?
It's Beto.
How is it going? Pretty well
How are you? I'm fine.

Be: is/ are/ am

4. Introducing yourself

A. 🎧 Listen and practice.

Conversation 1

A: Hello, my name is Monserrat.

B: Hi, I'm Antonio. Please call me Tony, it's my nickname.

A: Glad to meet you!

B: Glad to meet you too!

Conversation 2

A: Hi, I'm Martin

B: Hello, I'm Noah

C: Hey guys, I'm Amy.

D: Hi, everyone, my name's Virginia. Nice to meet you!

A, B & C: Nice to meet you too!



Conversation 3

A: Good morning, sir. My name's Albert Lawrence.

B: Good Morning, Mr. Lawrence, it's a pleasure! I'm Bernard White.

B. **Group work.** 🎧 Go around the classroom and practice introducing yourself.

Example:

A: Hello, my name is Monserrat.

B: Hi, I'm Antonio. Please call me Tony, it's my nickname.

A: Nice to meet you, Tony.

B: Nice to meet you too!

Language hint: Glad to meet you = Nice to meet you. / Good to meet you. / Pleased to meet you. / It's a pleasure.

5. Introducing others

A. 🎧 Listen and practice.

Conversation 1:

Sonia: Morning, guys.

Monse: Morning! Hey, Sonia, this is Tony. He's from Escazú, Costa Rica.

Sonia: Nice to meet you, Tony! So you're an international student.

Tony: Yeah! I'm Costa Rican. Are you Mexican?

Sonia: That's right!



Conversation 2:

Principal: This is Mr. Alesandro Ferreira. He's your English teacher. He's from Brazil. He speaks Portuguese, Spanish and of course, English.

Mr. Ferreira: Hi, everybody! Nice to meet you!

Everybody: Nice to meet you too, Mr. Ferreira.

B. *Team work.* 🧠 Practice introducing somebody else.

Example:

A: Hey guys. This is Mariana.

B: Nice to meet you, Mariana.

A: Nice to meet you too!

6. This is.../ These are...

Grammar explanation

Introducing a person	Introducing people
This is... This is Ronald.	These are... These are Lily and Jenny.


7. Where are you from?

A. How much do you know? Try to complete the chart with the following:

Capitals: Amsterdam, Bogota, Jakarta, Pyongyang. **Nationalities:** American, Chinese, Thai.

Languages: English (2), French, Portuguese, Spanish.

	Country	Capital	Nationality	Language
1.	Australia	Canberra	Australian	English
2.	Brazil	Brasilia	Brazilian	
3.	China	Beijing		Chinese
4.	Colombia		Colombian	Spanish
5.	France	Paris	French	
6.	Indonesia		Indonesian	Indonesian
7.	Ireland	Dublin	Irish	
8.	Netherlands		Dutch	Dutch
9.	New Zealand	Wellington	New Zealander	
10.	North Korea		North Korean	Korean
11.	Spain	Madrid	Spanish	
12.	Thailand	Bangkok		Thai
13.	United States	Washington		English

Pair work.  B. Practice the dialogue using information from the previous chart.

A: Where are you from?

B: I'm from (*city*), (*country*).

A: So, you're (*nationality*).

B: Right! And I speak (*language*).

Example:

A: Where are you from?

B: I'm from Canberra, Australia.

A: So, you're Australian.

B: Right! And I speak English.

Language hint: Countries, nationalities, and languages always start with a capital letter: Ireland, English.

8. Occupations



Read the following examples and classify each occupation in the chart. Look at the example.

What do you do?		What are their occupations?	
I'm an Architecture student .	I'm a waiter .	They're hairdressers .	They're drivers .
What's her occupation?		What does he do?	
She's a housewife .	He's a lawyer .	He's a doctor .	He's a musician .
What are your occupations?			
We're gardeners .			
A	An	Plurals	
waiter			

9. Indefinite articles: a/ an

Grammar explanation

Determiners		
Indefinite articles: a/ an = one		Possessives
Use a before a consonant sound:	Use an before a vowel sound:	My, your, his, her, its, our, their.
a doctor	an engineer	What's his occupation? He's a singer.
a university student	an accountant	What's her occupation? She's a secretary.
		What's your occupation? I'm a chef.

Pair work. Ask and answer about their occupations.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Language hint:

What **do you** do? = What's **your** occupation?

What **does he/she** do? = What's **his/her** occupation?

Example:

A: What's his occupation?

B: He's a cahier. And what does she...?

A: She's a...

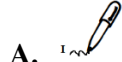
12. What's the question?



Read the answers and write the appropriate questions.

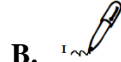
1. ? I'm 20.
2. ? Her cellphone number is 928 678 2099.
3. ? Their address is 28 University Ave. Canberra, Australia.
4. ? His e-mail address is jes-carreiro-@yahoo.com
5. ? Her student ID number is 2020-83905.
6. ? His driver's license number is 82-30-786.

13. Are you ready to introduce yourself?



A. Answer the following questions with your own information.

1. What's your name? My name's.../I'm...
2. What's your last name? My last name's ...
3. Where are you from? I'm from...
4. How old are you? I'm...
5. What's your e-mail address? My e-mail address is...
6. What's your address? My address is...
7. What's your phone number? My phone number is....
8. What do you do? I'm a/an...



B. Write a paragraph with your answers.

Example:

My name's Samantha. My last name's...

14. What's her full name?

Pair work. Take turns asking and answering about the following people.



- Cinthya Marroquin.
- Mexico city.
- 20 years old.
- cinthya_99@hotmail.com.
- 371 Gomez Farias st., el Espinal, Orizaba, Ver.
- 2721489867.
- Medicine student.



- Carlo Moretti.
- Verona, Italy.
- 21 years old.
- moretti@email.it
- 231 Pipila, Ave., el Mirador, Xalapa, Ver.
- 2281489867.
- Photography student.

Example:

A: What's her full name?

B: Her full name's Cinthya Marroquin. And what's his name?

A: His...

15. People around the world



Read the text and complete the chart.

People around the world

<p>Martin Bianchi is from Verona, Italy. He's Italian. He is 22 years old. He's single. He's a cashier and a university student.</p>	<p>Geun Chung is from Sinuiju, North Korea. He's Korean. He is 49. He's divorced. He's a computer programmer.</p>	<p>Mrs. Beatrice Murphy is from Canada. She's Canadian. She's 57. She's a widow. She's a physician.</p>	<p>Takumi Kobayashi is from Japan. He's Japanese. He's 37. He's single. He's a gardener.</p>	<p>Veronica Andrea Barreiro is from Manaus, Brazil. She's Brazilian. She's 19. She's married. She's a university student.</p>
--	---	---	--	---

First name	Middle name	Last name	Country	Nationality	Age	Marital status	Occupation(s)
			Italy				
						divorced	
Beatrice							

16. What's your full name?

Pair work. Fill out this application form with your classmate's information.

City library			
Application form			
_____	_____	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Full name (First & last name)		Age	
_____	_____	_____	
Marital status	Occupation	Phone number	
_____	_____	_____	
Address		E-mail address	
_____		_____	

Example:

A: Excuse, me, what's your full name?

B: It's Mauricio ...

17. Filling a registration form




Listen and complete the chart.

Course Registration form			
Full name:	Mike	Female	Male <u>X</u>
	(First name)	(Last name)	
Age:	Marital status:	First language:	
Address:	City: Phoenix	State:	
E-mail address:		Mobile Phone number:	
Course level:		Social security number:	

UNIT 2

1. School vocabulary

A.  Label the pictures using the vocabulary in the box.

book calculator cd player classroom clips colored pencils compass computer glasses glasses case notebook pencil pencil bag pens remote control ruler scissors screen stapler



 Listen and check your answers.





B. **Group work.**  What's in your classroom? Say the objects you see in the classroom.

Example:

A: Screen, pencils, computer...


2. This, these, that and those

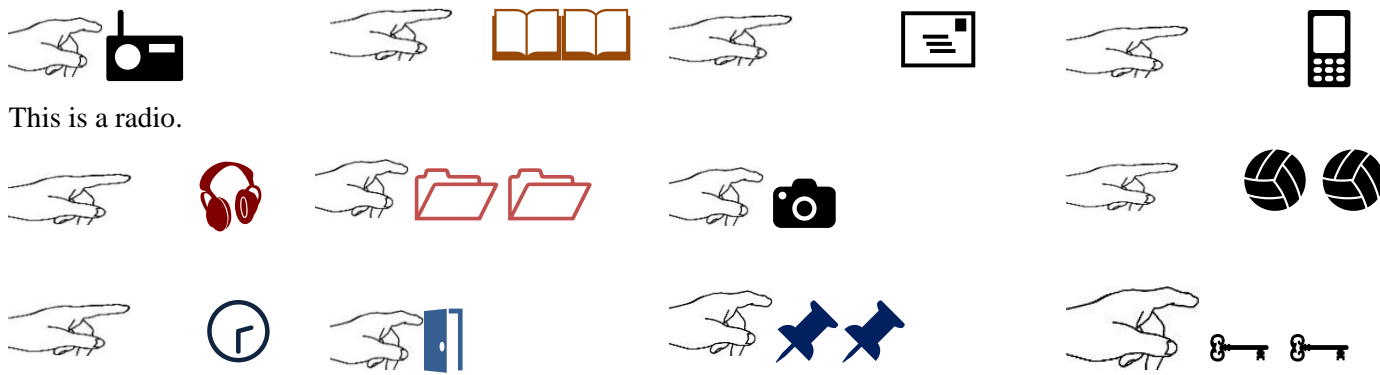
Grammar explanation

Singular	Plural
<p>What's this?</p> <p>It's a/an... or This is a/an...</p> <p><u>Example:</u></p>  <p>A: What's this? B: This is a stapler.</p>	<p>What are these?</p> <p>They're... or These are ...</p> <p><u>Example:</u></p>  <p>A: What are these? B: These are scissors.</p>
<p>What's that?</p> <p>It's a/an... or That's a/ an ...</p> <p><u>Example:</u></p>  <p>A: What's that? B: That's a wallet.</p>	<p>What are those?</p> <p>They're... or Those are ...</p> <p><u>Example:</u></p>  <p>A: What are those? B: Those are colors.</p>


Singular noun	classroom	computer	lesson	table	university	dictionary	watch
Plural nouns	classrooms	computers	lessons	tables	universities	dictionaries	watches

3. What are these?


A.  Write what you see. Look at the example.



This is a radio.


Pair work.  Practice asking and answering about the objects in the previous exercise.

Example:
A: What's this?
B: This is a radio. What are...?
A: They're...

B.  Fill in the blanks using *this, these, those* and the appropriate form of the verb *to be*.


- A: What _____ this?
- B: It _____ a pencil.
- A: And what _____ those?
- B: They're pens.
- A: Are _____ compasses?
- B: No, those are clips... and this _____ a schoolbag, remember?
- A: Yeah! _____ is my book and these are my- erm, sorry, I don't remember.
- B: _____ are your notebooks and this is your pencil sharpener. Repeat: notebooks, sharpener; are notebooks and is a sharpener.

Check your answers. Then repeat the dialogue in pairs.

C. **Pair work.**  Practice in pairs, asking and answering about the objects in your classroom. Use *this, that, these* and *those*.

Example:
A: Excuse me, Osvaldo, what's this?
B: It's a clip. And what's that?
A: That's a...

4. Don't forget your homework!

 Listen and practice.

Conversation 1:

Teacher: Good morning!

Students: Good morning, teacher!

Teacher: How are you?

Students: Fine!

Teacher: All right! Let's start. Please, help me! What's today's lesson?

Student 1: It's lesson 7

Teacher: That's right, thanks.



Conversation 2:

Teacher: Now, open your book on page 67. Read and make sentences.

Student 1: sorry, what page?

Teacher: 67

Student 1: Thank you!

Student 2: Excuse me teacher, may I come in?

T: Sure, come in!

Conversation 3:

Student 1: Write the answers, please.

Student 2: Sure, but can you lend me your pencil?

Student 1: Here you are! Write the following answers: Number 1, nationality; number2, surname; number 3, language.

Student 2: Please, speak slowly!

Student 1: Number 1, na-tio-na-li-ty; number 2, sur-name; number 3, lan-gua-ge.

Conversation 4:

Teacher: The class is over! Don't forget your homework!

Student 1: What's the homework?

Student 2: It's exercise 2 on page 34.

Student 1: Can you repeat, please?



Student 2: Exercise 2, page 34.

Teacher: Correct! Please, learn by heart classroom vocabulary.

5. Giving instructions

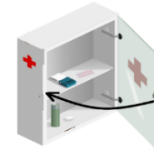
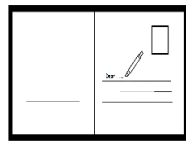
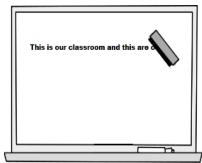
Grammar explanation

Giving instructions	
✓	✗
Please, help me!	Don't forget your homework!
Now, open your book on page 67	Don't cheat!
Read and make sentences.	
Come in!	
Write the answers, please .	Don't = do not.
Please , speak slowly!	
Write the following answers...	
Please, learn by heart classroom vocabulary.	

A.  Write the instruction according to the picture. Use the expressions from the box. Then  listen and check your answers.

B.

close the cabinet study hard don't eat in the classroom don't use the cellphone write a post card
practice in pairs erase the board draw a house work in small teams learn by heart



1.



2.



3.



4.



5.




6.

7.

8.

9.

10.

C. **Pair work.**  Take turns giving and following the instructions in exercise A.


Example:

A: Martin, draw a house, please!

B: Carmen, erase the board.

C:...

D. Remember...?


 Listen and complete these classroom instructions.

- | | |
|-------------|--------------|
| 1. Remember | 8. Get into |
| 2. Finish | 9. Say it in |
| 3. Close | 10. Be |
| 4. Repeat | 11. Try |
| 5. Show me | 12. Match |
| 6. Write | 13. Hold on |
| 7. Make | 14. Pay |

E. How about you? What instructions can you say in your classroom? Make a list of them.


- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

6. Look at the board!

 What expressions can you pair with the following verbs? Write the expressions in the correct column. Look at the example.

Turn	Work	Look at	Don't speak	Come	Listen	Write	Stop
<i>aloud</i>							

▪ aloud	▪ in groups	▪ your textbooks	▪ to your partner
▪ to the board	▪ with a partner	▪ your name	▪ French
▪ Spanish	▪ with a marker	▪ during the test	▪ on
▪ off the lights	▪ in	▪ in pairs	▪ on your own
▪ to the CD	▪ reading	▪ to page 12	▪ writing
▪ in front of	▪ down the answers	▪ watching	▪ page 106
▪ speaking	▪ to me	▪ the board	▪ the screen
▪ on the lights	▪ and repeat	▪ your chairs around	▪ a sentence on your notebook

Pair work.  Choose 5 instructions from the previous chart. Then take turns saying and miming the instructions.

Language hint: Learn by heart = memorize / Get = receive

7. What's the appropriate instruction?

What instructions are common in your English class? Discuss with your classmates about them. Then read the following text and write the appropriate instructions for each situation.

1. Draw your favorite toy.

2. Don't translate each word.

3. Compare your answers in pairs.

4. Sign and date the sheet.

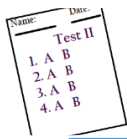
5. Only use pen to answer

6. Go back to your seats carefully.



An English class

- Please come in, don't knock the door.
- Don't speak Spanish.
- Don't do your homework in class.
- _____
- _____



A final exam

- Please, think before you answer the questions.
- Write your full name on it.
- Turn off your mobiles.
- _____
- _____



A kindergarden class

- Sit on your assigned chair.
- Don't bring home toys.
- Don't leave the classroom without permission.
- _____
- _____

UNIT 3

1. Public places



Label each picture. Use the expressions from the box.

city hall, computer room, church, parking lot, library, movie theater, museum, park, restaurant



1.



2.



3.



4.



5.



6.



7.



8.



9.



Listen and check your answers.

2. Where's the bank?

Listen and practice.

Ring..

A: Hi, Luis, this is Susan I'm afraid I'm lost. Where's the bank?

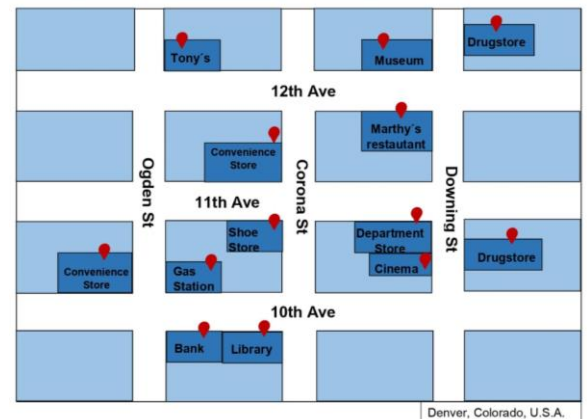
I'm on the corner of Oregon street and 11 Avenue.

B: Don't worry, Susan. The bank is on the corner of Ogden Street and 10th avenue next to the library. You are near the bank.

A: And where are the nearest drugstores? I don't remember.

B: They are on Downing Street.

A: Thank you!



3. Is there...? / Are there...?

Grammar explanation

Is there...?	Are there...?	Where's...?	Where are...?
Is there a/an.. ? Yes, there is. /Yes, there's one on.... Is there a cinema near here? Yes, there's one on Downing St. Is there a dry cleaning around here? No, there isn't. / No, there's not.		Are there any ...? Yes there are. / Yes there are some on...../ No there aren't any. Are there any cheap restaurants around here? Yes, there are some on 12th Ave. Are there any bakeries near here? No, there aren't. /No there are not.	
Where's the...? It's ... Where's the bank? The bank is on the corner of Oregon st. and 10 th ave next to the library. It's on the corner of Oregon st. and 10 th ave next to the library.		Where are the...? They're... Where are the drugstores? The drugstores are on Downing st. They are on Downing st.	

4. Excuse me, is there a ...?



Complete the following conversation with the appropriate word(s): **on, between, on the corner of, are there, where's, excuse, other, here, there's, one**. Then practice with a partner.

- A: _____ me, is there a church near _____?
- B: Yes, _____ one _____ Lerdo de Tejada and Jimenez st.
- A: And _____ any seafood restaurants around here?
- B: Yes, there are two on Gutierrez Zamora st.. _____ is across from the convenience store and the _____ is next to the supermarket.
- A: Thanks a lot. By the way, _____ the city hall?
- B: It's _____ Ignacio Zaragoza ave. _____ Lerdo de Tejada and Gutierrez Zamora st.
- A: Thank you so much!
- B: Don't mention it!

5. Can you help me?

Pair work. 🎭 Role play the following situation.

Student A:

You are a tourist in Ottawa, Ontario, Canada, ask questions about the following places: *beauty parlors, bookstore, museum, mall, park, bus stop*.

Then take turns and answer your partner's questions using the map.

Student B: You are a Canadian citizen, answer your partner's questions using the map.

Then take turns and ask for the following places: *doctor's office, Laundromats, café, cybercafé, shoe store*.

Language hint

Abbreviations: Avenue (Ave) Boulevard (Blvd) Drive (Dr) Road (Rd) Street (St) Apartment (Apt).

Place prepositions: On, next to, across from, between, on the corner of.



You can use the following expressions:

Where's the? It's..... /It's on....
 Where are.....? They're next to ...

Is there a...? Yes, there's one ...
 Yes, there's a / an...
 No, there isn't a /an...
 No, there's no ...

Are there any.....?
 Yes, there are some
 No, there aren't any ...

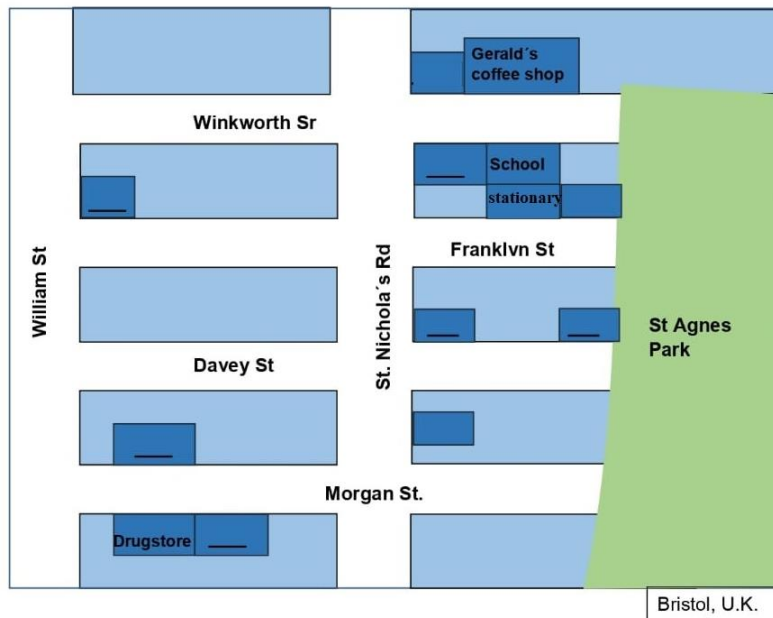
Excuse me!

Can you help me?

Thanks a lot. / Thanks anyway.

6. I'm new in the city


👂 Listen and label these public places on the map: hotel, 2. mall, 3. restaurant, 4. Linda's bookstore, 5. Marthy's books.



Language hint

Replying "thank you": You're welcome. No problem. No worries. Don't mention it. Anytime. Glad to help. Sure. My pleasure.

7. There's a coffee shop in my neighborhood


A.  How about your neighborhood? Think about public places there are (✓) and there aren't (✗) in your neighborhood. Write them in the following chart.

Public places around my neighborhood	
✓	✗

B. With the previous information write a short paragraph about your neighborhood. Then share your paragraph with the rest of the class.

8. Transportation in Canada

What do you know about Canada? Comment with your partner what you know about Canada.


 Read the text and complete the chart.

Transportation in Canada

In Canada, there are airplanes, trains, buses, ferries and taxis to travel around the country. There are airports in cities like: Toronto, Vancouver, Montreal, Calgary, Edmonton and Ottawa. Trains in Canada are safe and comfortable. You can get information in train stations or in the rail websites. Buses are very common and cheap in Canada. You can buy tickets at convenience stores, major transit stations or with the bus driver. In Coastal areas for example British Columbia and the Atlantic region, ferry boats are a common way to travel. Many ferries carry both passengers and vehicles. All cities and towns have one or more taxi service companies. Taxis are expensive, so many people only use them when they don't have another option. In Canada, there are excellent highways so you can drive around the country if you have a car. Walking and cycling are healthy and cheap ways of travelling around Canadian cities and towns too. There are maps of bicycle routes in local bike shops, city government website or information kiosks.




1. Means of Transportation in Canada:
2. Canadian cities with airports:
3. Characteristics of Canadian trains:
4. Characteristics of Canadian buses:
5. Places to get bus tickets:
6. Canadian cities with coasts:
7. Places to get bike routes maps:

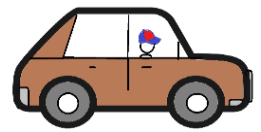
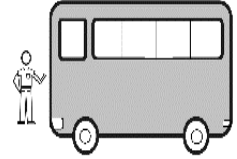
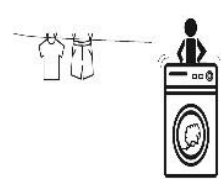
Class work.  How about in your city/town, what means of transportation are there? Are they cheap or expensive? What are your favorite means of transportation?

Unit 4

1. Daily activities

A.  Label the pictures with the appropriate routine.

brush your teeth catch the bus cook lunch do the laundry do homework drive drink coffee iron
 go to the gym listen to music



 Listen and check your answers.

B. *Pair work.*  When do you do the things in part A? Talk to your partner about it. Look at the example.



In the morning?




In the afternoon?








At night?

Example:
 A: When do you drink coffee?
 B: I drink coffee at night. How about you?
 A: I drink coffee in the morning. When do you...?









2. What time is it?

A.  Listen and practice.

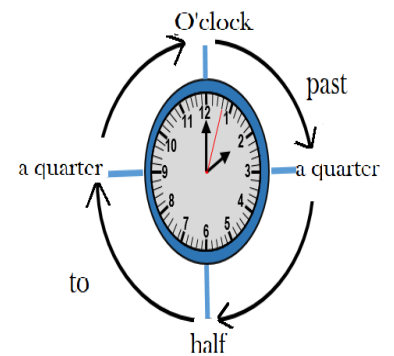
<p>It's two o'clock.</p>  <p>It's four thirty. It's thirty past four. It's half past four.</p> 	<p>It's two oh-five. It's five after two.</p>  <p>It's eight forty five. It's a quarter to eight. It's fifteen to eight.</p> 	<p>It's ten fifteen. It's a quarter past ten. It's fifteen past ten.</p>  <p>It's ten to ten. It's nine fifty.</p> 
---	---	---

B. Match the clocks with the correct time.

What time is it?


1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

Remember



- | | |
|--------------------------------|-----------------------------|
| () It's ten O'clock. | () It's eleven-eleven. |
| () It's eleven twenty-five. | () It's nine fifteen. |
| () It's seven O'clock. | () It's one thirty. |
| () It's a quarter past eight. | () It's a quarter to five. |

3. What time do you..?

 Listen and practice.



A: Hi. How are you?

B: Great! You know, I have a new job and I'm at school.

A: Wow, that's interesting but what's your schedule like?

B: Well, I get up at 5:30 A.M. because I start classes at 7:00 o'clock.

A: What time do you finish classes?

B: I finish at 1:30 P.M., then I have lunch. Around 3:00 P.M. I start work.

A: What time do you finish work?

B: I finish at thirty past seven P.M.

A: And what time do you do your homework?

B: I usually do my homework from 8:00 to 9:00 P.M., then I have dinner. And what's your schedule like?

A: I..

4. Daily routine

Grammar explanation

Asking about routine	Answering about routine	Referring to time
What's your schedule like?	I get up at 5:30 A.M. because I start classes at...	in the morning
<i>What time do you...?</i>		At...
What time do you finish classes?	I finish at ...,	From... to...
		at noon/ night/midnight
		Around...
And what time do you do your homework?	I usually do my homework <i>from</i> 8:00 <i>to</i> 9:00 P.M.	on weekends
		on weekdays

Language hint:

7:00 A.M.

Seven A.M.


3:00 P.M.

Three P.M.

7:30 P.M.

Thirty past seven P.M.

5. What's your schedule like?

 Write the time you do the following things, then take turns asking and answering about your daily schedules.

Time	Routine
7:00 A.M.	get up take a shower wash the dishes work study watch T.V. check e-mail go to bed surf the net

Example:

A: A: What time do you **get up**?

B: I get up at 7:00 A.M. How about you?

A: I get up at.... And what time do you...?

B: I...

6. Talking about people's routine

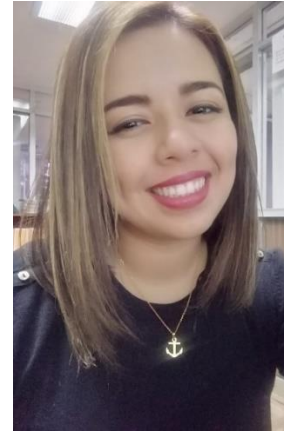
 Read the following examples.



I go to work at 4:00 P.M.
I don't take the bus to work.
I walk to work.



Rob studies on weekdays.
He doesn't eat lunch at home.
He eats lunch at school.



Sandy goes shopping every Saturday.
She doesn't go shopping alone.
She goes shopping with her friends.



Carlos and Jesy have dinner
around 8:40 P.M.
They don't watch T.V. after
dinner.
They go to bed after dinner.



Tom and I have breakfast
around 9:00 A.M.
We don't drink coffee for
breakfast.
We drink tea for breakfast.



You study English ...
You go..... after English classes.
You don't ... after English classes.

7. Expressing routines

Grammar information

Expressing routines				
Affirmative sentences			Negative sentences	
I/ you/we/they	go study have dinner/breakfast		I/ you/we/they	don't eat breakfast go shopping watch T.V.
he/she	goes studies has dinner/ breakfast		he/she	doesn't eat breakfast go shopping watch T.V.



Complete the following paragraphs with the correct words.

arrive, do, finish, go, have, start, take, wake, watch

First, Adrian **wakes** up at 6:30 A.M., then he _____ a shower and _____ breakfast. After that, he _____ to school. He _____ classes at 8:00 A.M. and _____ school at 4:00 P.M. So he _____ home around 6:00 P.M. Then he _____ TV or homework.

arrive, eat, go, have, listen, read, sleep, work

Bob and Zulma _____ to the gym in the morning because they _____ in the afternoon, from 2:00 to 11:00 P.M. They _____ lunch at 5:00 P.M. When they _____ home, they don't _____ dinner, they _____ to music or _____ a magazine. Finally, they _____ around 2:00 A.M.

work, get, do (3), have, relax

Eddie and Alexis are accountants. They don't _____ on weekends, so they _____ up late -at noon. They _____ housework and then _____ breakfast. In the afternoon, They _____ the laundry and after that they _____. On Saturdays, they _____ to bed late.

start, leave, arrive, catch, go, have, check, text

Julia is a university student. She _____ school at 7:00 A.M. so she _____ home at 5:30 A.M. She _____ at school on time. After school, she _____ the bus and _____ home. At home, she _____ lunch and then _____ e-mails or messages to friends and family.

8. Expressing frequency

A. Read the examples and complete Oliver's routine using information from the chart.

Oliver's schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00	get up	get up	get up	get up	get up		
8:00	gym		gym		gym	make breakfast	clean the house
10:00	work		work	laundry	work	get up	get up
12:00							
2:00	lunch	lunch	lunch	lunch	lunch		go shopping
4:00	school						read a book
6:00						cinema	
8:00							
10:00						bed	bed
12:00					bed	bed	

Examples:

Oliver **always** gets up at 6:00 A.M. on weekdays.

He **never** gets up at 6:00 A.M. on weekends.

He **often** goes to bed at 10:00 P.M.

He **seldom** makes dinner.

He reads a book **once a week**.

He goes to bed at 12:00 A.M. **twice a week**.

He goes to the gym **three times a week**.


Frequency adverbs

Always	100%
Usually	
Often	
Seldom	
Never	0%

Time expressions

Once a week
Twice a week
Three times a week
Every day
On Fridays
On weekends
On weekdays

1. He surfs the net.
2. He has lunch at 2:00 P.M. on weekdays.
3. He goes to school from 4:00 to 8:00 P.M. on weekdays.
4. He does the laundry.
5. He goes to bed late on Fridays and Saturdays.
6. He goes shopping .
7. He works .
8. He cleans the house .


B.  Now it's your turn, complete the following timetable with the activities you usually do in a typical week.

Example:

A: I always get up at 6:50 A.M. I sometimes...

B: Well, I never get up at 6:50, I get usually up at 8:00 A.M. and...

_____’s schedule. (Your name)							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

C. **Pair work.**  Talk to your partner about your daily schedule. Use frequency adverb and time expressions.

9. How often do you...?

What’s the answer? Match each question with its appropriate answer.

Questions

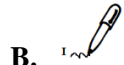
Answers

How often do you check your email?	She usually goes shopping on Fridays.
How often does Paula go shopping?	He sometimes works out on weekdays.
Does your best friend ever go to the school library?	Yes, he always travels to Mexico, city.
How often do your friends stay up?	I always check it the mornings.
Does your father usually travel?	Yes, he sometimes does.
How often does Miguel work out?	No, I never do.
Do you ever arrive late to classes?	They usually stay up on Saturdays.

10. Asking about frequency

A. Grammar information

Asking about frequency	
Questions with how often	Answers
How often + do/does + ‡ + verb + complement?	‡ + freq. adv. + verb + complement.
How often do you do the housework?	<u>I</u> always do the housework on weekdays.
How often does Carlos go out for dinner?	<u>He</u> seldom goes out for dinner.
How often do you have English classes?	<u>I</u> always have English classes on Saturdays.
How often does Andrea take a nap?	<u>She</u> never take a nap.
Yes / no questions with ever	Short answers
Do/Does + ‡ + ever + verb + complement?	Yes / No, + ‡ freq. adv. + do/does.
Does Ceci ever finish school early?	No, she never does.
Do you ever watch TV?	Yes, I usually do.
Do they ever drive to work?	No, they never do.
Does Tom ever check his mail?	Yes, he always does.



B. Order the following words to make questions.

- | | | |
|--|-----|---|
| 1. read/ how often/ a book/ do/ you | 1. | ? |
| 2. ever/ you/ use/ do/ Facebook | 2. | ? |
| 3. do/ use/ you/ the internet/ how often | 3. | ? |
| 4. does/ your/ ever/ coffee/ drink/ best friend | 4. | ? |
| 5. how often/ go/ do/ to bed/ you/ late | 5. | ? |
| 6. your family /how often /go /does/ on vacation | 6. | ? |
| 7. do / you /your homework/ ever /do | 7. | ? |
| 8. how often/ videogames/ play/ do /you | 8. | ? |
| 9. you / do /online/ ever /chat | 9. | ? |
| 10. to the doctor/ how often/ you/ go/ do | 10. | ? |

C. Team work. Compare if your questions are correct, then choose 5 questions to ask 5 different classmates. Write key words. Look at the example.

Question number	Classmates' names	Answers (Key words)
3	Joana	always

Examples:
 A: How often do you ...?
 B: I always...

Now, share your findings to the rest of the class. Example: Joana always uses the...

11. My Mondays are busy!

Pair work. Talk about your Mondays and the things you usually do during the day. You can use the following questions as a guide. With your cellphones, record yourselves, then listen your performance.

- What time do you usually wake up?
- Do you have breakfast?
- Do you go to school or work?
- What do you have for lunch?
- Do you exercise in the morning, afternoon or evening?

Example: On Mondays, I get up at 7 am and go to school. For breakfast I have...

Learning Tip: Recording yourselves.
 Record yourselves when you do a pair work activity. This will help you evaluate your performance: grammar, vocabulary, fluency, intonation and pronunciation.







12. What does Omar usually do on weekdays?

A. Try to guess his daily routine. Order the pictures from 1 to 6. Then listen and check your answers.

 <input type="checkbox"/>	 1	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	

B. What do they usually do? Listen and match the speakers with their daily routine.

 1. Marcela	 2. Diego	 3. Robert	 4. Paulina
--	--	--	--

 <input type="checkbox"/>	 <input type="checkbox"/>	 1
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

C. Listen again and complete the chart.

Name	Activity	Frequency	Start	Finish
Marcela	Guitar lesson			
Diego				
Robert				
Paulina			7.30 A.M.	

D. What do you usually do? Draw your daily routine and explain it to your partner or class.

13. Lola and his twin brother Juanjo



Read the following text then choose the correct answer (A, B or C) to complete each sentence.

Lola and his twin brother Juanjo

Hello, my name is Lola. I have a brother, his name is Juanjo. We are both 16 because we are twins. We are from Sonora but my father is from Veracruz and my mother from Zacatecas. We both study high school in Sonora. After school, we do different things. Juanjo, for example, loves playing baseball and soccer. Now, he just practices baseball two hours three times a week. He does not play soccer because there is not a good soccer team. In my case, I love doing gymnastics and dancing hip-hop. I practice both from four to six on weekdays. When we get home, we take a shower and do homework. We don't like to watch TV or listen to music when we do it.

On weekends, we always do the housework with our parents. My father washes the car and the dogs. My mom always does the housework but she never cooks because we eat in restaurants. My brother and me always clean our bedroom and do the laundry. I love my weekend because my parents, my brother and I are always together.

Example: 0. _____ are from Veracruz.

1. The twins study in _____.
2. Juanjo practices _____ sport(s) a week.
3. Lola does exercise in the _____.
4. After exercising, they _____.
5. Her _____ cleans the whole house.
6. They always go out for dinner on _____.
7. _____ do the laundry.

- | | | |
|-------------------------|--------------------|-------------------|
| A. <u>Lola's father</u> | B. Juanjo's mother | C. Lola's parents |
| A. Veracruz | B. Sonora | C. Zacatecas |
| A. one | B. two | C. three |
| A. morning | B. afternoon | C. evening |
| A. watch TV | B. do homework | C. take a shower |
| A. father | B. mother | C. brother |
| A. Wednesday | B. Friday | C. Saturday |
| A. The twins | B. Lola | C. Juanjo |

14. What do you and your family usually do on weekdays?



Write about the things you and your family do during the week. You can use vocabulary from the box.

have breakfast / lunch / dinner	drive to work / school	start work / school	finish work / school
go to the gym	do the laundry	take out the garbage	listen to music
go out for dinner	relax	take a taxi / the bus	go shopping
play computer games	catch the bus	do the homework	go to bed

Example:

I usually get up at 8:00 A.M. on weekdays because I always start classes at 10:00 A.M. I'm at school from 10:00 A.M. to 4:00 PM. I don't work so after school I get home. My family and I have lunch around 4:30...

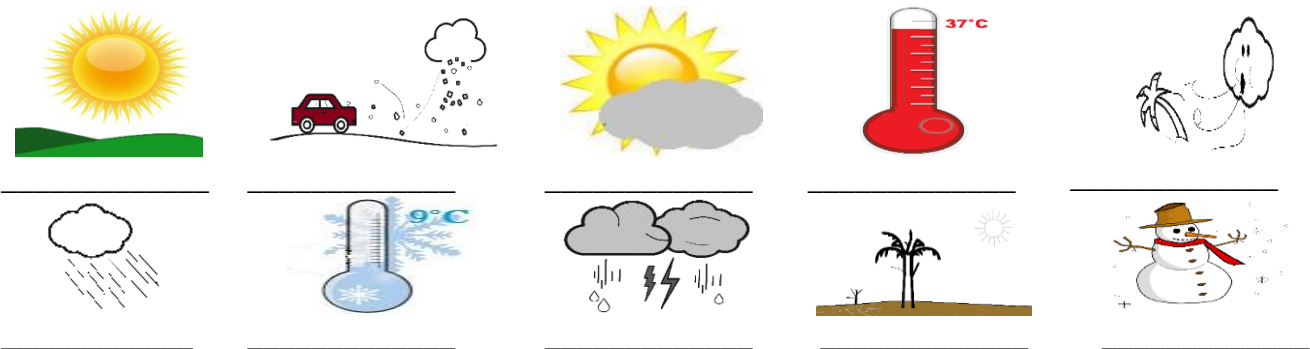
Exchange papers with your classmates. How similar or different are your schedules?

Unit 5

1. Weather

Match the vocabulary and the pictures. Then Listen and check your answers.

dry hot cold snowing hailing raining partly cloudy stormy windy sunny



2. What's the weather like?

Read and practice.



What's the weather like?
It's cloudy and raining. It's very cold.
What's the temperature?
It's 8°C.



What's the weather like?
It's humid and cool.
What's the temperature?
It's 20°C.



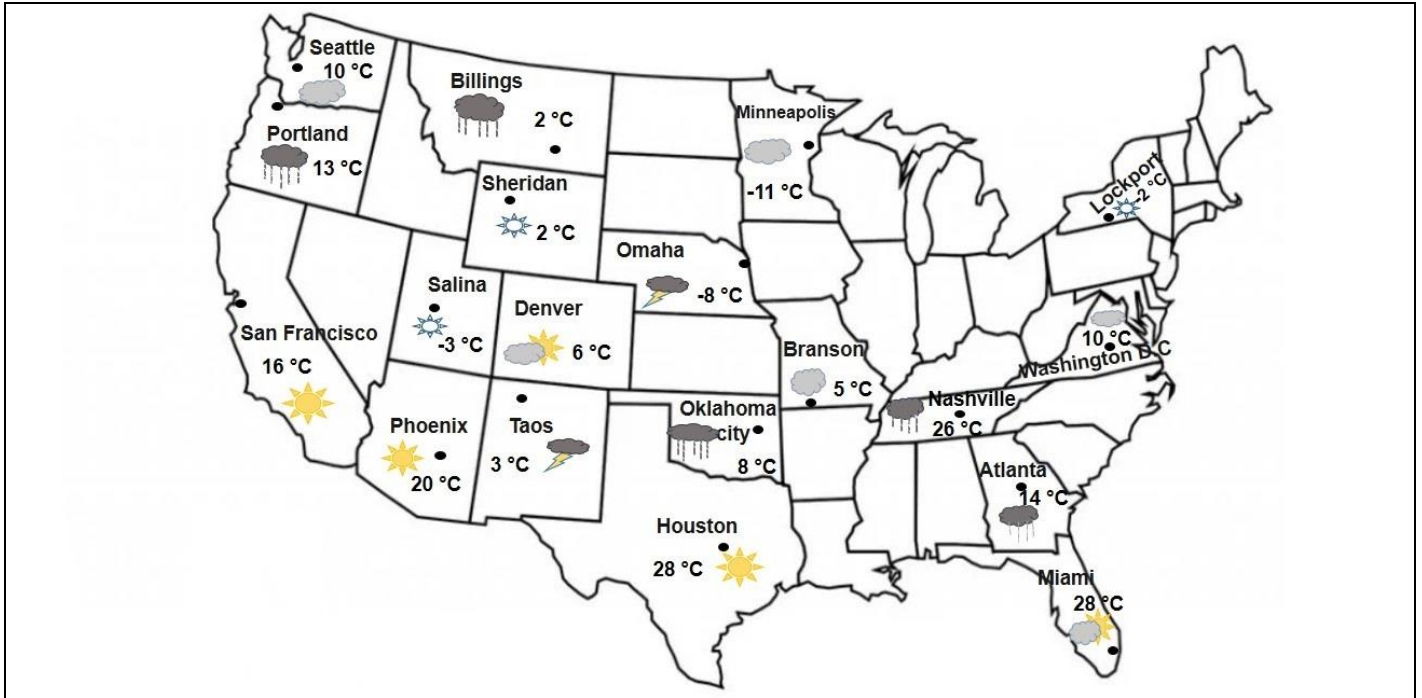
What's the weather like?
It's partly cloudy and cool.
What's the temperature?
It's 23°C.



What's the weather like?
It's sunny but a little windy.
What's the temperature?
It's 30°C.

Your city/town: What's the weather like? It's ... What's the temperature? It's ...

Pair work. 👤 Look at the map and the symbols, in pairs ask and answer about the weather and temperature in different American cities.



Example:

A: Let's check the weather and temperature in different cities. What's the weather like in Seattle?

B: Let me see, it's cloudy and cool.

A: And what's the temperature?

B: It's 10°C. How about in Atlanta?

A: It's raining and the temperature is 14°C.

3. Weather and temperature

Grammar information

Weather and temperature

What's the weather like? It's hot.

What's the temperature? It's 32° C.

What's the weather like in Cozumel? It's warm and sunny.

What's the temperature? It's 25° C.

Is it raining now? No, it's not.

Is it hot there? Yes, it's very hot and sunny.

Snowing or snowy? It's **snowing** now. /

It's **snowy**. / It is a

snowy day/morning/afternoon/night.

It's **raining**. / It's **rainy**. / It is a

rainy day/morning/afternoon/night.

But:

It's **cloudy**. / It's a **cloudy** day. It's ~~cloudying~~.

It's **sunny**. / It's a **sunny** day. It's ~~sunnying~~.

What's the weather like in each season? Match the seasons and the expressions.

Seasons

1. spring
2. summer
3. fall
4. winter

Expressions

- () It's rainy, snowy and very cold.
- () It's warm and shiny.
- () It's windy, sometimes stormy and cool.
- () It's sunny and very hot.

4. Clothes and accessories

👂 Listen and practice.



blouse



vest



shirt



T-shirt



skirt



tank top



watch



coat



jacket



sweater



scarf



dress



sweatshirt



glasses



jeans



suit



raincoat



pants



gloves



tie



belt



briefs



bra



socks



shorts



cap



necklace



ring



sandals



high heels



shoes



sneakers



boots



sunglasses



earrings

5. Colors

👂 Listen and practice.

orange

blue

black

yellow

beige

gray

purple

pink

green

brown

white

🗣️ Talk to your partners about your favorite color(s).


A: What are your favorite colors?

B: I love red. / My favorite color is red.

C: I really like. / My favorite colors are white and blue.

6. Talking about clothes and colors



- A.  What about you? What clothes do you like wearing? What do you usually wear for school or work? Tell the class about your clothes preferences. You can use expressions like:

What clothes do you like wearing?

I love...

I like...

I don't like...

I hate...


What do you usually wear for school /work?

I always wear...

I usually wear...

I sometimes wear...

I never wear...

- B.  Complete the following dialogue with words from the box.

what colors them favorite usually prefer wear it do

A: How often do you _____ dresses?

B: Seldom because I don't like _____. I _____ to wear jeans and blouses.

A: Really? But _____ do you usually wear for work?

B: I always wear a uniform. I mean a gray suit, a white blouse and gray shoes.

A: By the way, what's your favorite color?

B: Well, my _____ color is dark blue, I _____. How about you? What are your favorite _____ ?

A: They're dark blue and brown. I really like wearing blue clothes and brown shoes.


B: And _____ you wear a uniform for school?

A: No, I _____ wear dark blue jeans and T-shirts when I go to school.

Check your answers. Then practice the conversation with a partner.

7. I prefer tennis shoes

Grammar information

	Prefer		wearing		Them & it
Prefer	<p>for</p> <ul style="list-style-type: none"> work school 	Do Does		<p>wearing...?</p> <ul style="list-style-type: none"> love like prefer dislike hate 	<p>A: Do you like wearing dresses? B: Yes, I love them. C: No, I don't like them.</p>
Prefer	<p>to</p> <ul style="list-style-type: none"> wear buy 	A: Do you like wearing high heels? B: No, I prefer tennis shoes. or No, I don't.			<p>A: Is white your favorite color? B: No, I prefer black, I really like it.</p>
Prefer	<p>wearing buying</p>	A: Do you like wearing jeans? B: Yes, I do. <i>Or</i> B: Yes, I like wearing jeans.			



Write the appropriate questions according to the following answers.

- ? I love wearing blouses and skirts for school.
- ? No, I don't like wearing boots, I prefer sneakers.
- ? My favorite colors are red and white.
- ? Yes, I love wearing sunglasses in sunny days.
- ? I prefer to buy comfortable clothes.
- ? No, yellow isn't my favorite color. I prefer pink.

8. A blue blouse or a blouse blue?

What's the word order for clothes items, colors and patterns? Look at the following examples.



1. I love wearing black and white striped socks.



2. Rob has a checked sweater.



3. Mirtha's wearing a wool sweater.



4. Martin doesn't wear plastic flip-flops for school.



5. Tony likes wearing her brown leather boots.




6. This is a blue flowered blouse.



7. Natalia is wearing a long polka dot dress.



8. I have a yellow cotton T-shirt.

C.  Complete the chart. Look at the example.

A: Paco, do you like wearing striped socks?

B: No, I don't.

A: José, do you like wearing striped socks?


C: Yes, I love them!

A: Great! Thanks

Class work.  Share answers.

Find someone who likes wearing...	Name
1. ... striped socks.	José
2. ... blue jeans.	
3. ... polo shirts.	
4. ... colorful earrings.	
5. ... golden bracelets.	
6. ... leather boots.	
7. ... comfortable sneakers.	
8. ... high heels.	
9. ... black caps.	

10. What are they wearing?

A. **Pair work.**  Take turns describing what they are wearing. Use she's/he's wearing...

Example: She's wearing black pants, black shoes, a black sweater and a pink ...



B. How about your classmates? What are they wearing? What about your teacher? And you? Write some sentences describing their clothes, then compare with the rest of the class.

Example: **Nidia is wearing** a polka dot blouse and blue jeans....


11. Clothes I like to wear

A. Brainstorm about clothes for each type of weather.

Sunny days	Cold days	Rainy days
<i>shorts</i>	<i>sweater</i>	<i>raincoat</i>

B.  Listen to Carlos talking about the clothes he likes wearing. Fill the gaps with the correct word.

My name is Carlos and I come from Mexico. I'm from Merida. My hometown is beautiful and the (0.) is almost always great. I love sunny and (1.) days. On those days, I love wearing shorts and t-shirts, but I (2) wearing men's sandals. I prefer casual shoes because they are comfortable. I also like wearing (3.) and sneakers, but I don't like wearing them when it is really hot. On rainy days, I prefer jeans, (4.) , and boots. I also love wearing my (5.) raincoat because I look very handsome. Today is sunny but cold. I'm going to work right now, so I'm wearing a black (6.) . I'm wearing a pink shirt and a black belt, but I'm not wearing a (7.) . I'm also wearing a coat because of the weather. I am also wearing black (8.) and a silver watch. I love watches. I always wear one.

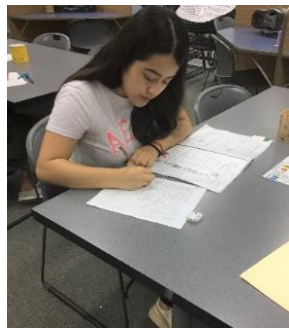
C. **Pair work.**  Discuss the following questions:

1. What do you like wearing on hot days?
2. What do you dislike wearing on rainy days?
3. What kinds of shoes do you hate wearing?
4. What do you like wearing when you go to parties?
5. What do you hate wearing when you go to school/work?

12. What are they doing?

Match the sentences with the pictures.

- A. It's 6:00 P.M. Carmen is listening to English dialogues at the self-access center.
- B. It's 5:50 P.M. Elias is teaching American Literature now.
- C. It's summer so she's riding a zip line.
- D. It's 10:00 A.M. These students are marching.
- E. It's break time, so she's smiling.
- F. It's 9:00 A.M. Cindy is answering her exam right now.
- G. It's 8:00 P.M. Sofia is telephoning her friend in this moment.
- H. It's 2:00 P.M. so Miriam, Ana and Ruth are eating lunch.



13. Present continuous

Grammar information

Present continuous (affirmative)		ing rules
I	am playing videogames.	play + ing
you	are working in Merida now.	work + ing
we	are watching T.V.	watch+ ing
they	are studying Math.	study+ing
he	is using the computer.	use – e + ing
she	is running in the park.	run+n+ing
it	is raining a lot.	rain+ing



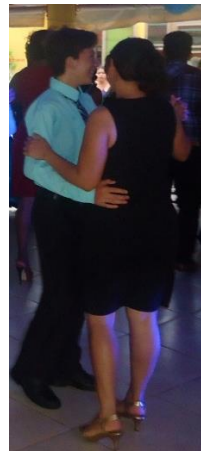
Complete the following sentences with the words in the box.

raining	hot	sunny	sweater	cap	sandals	breakfast
raincoat	computer	sitting	going	eating	wearing	day

1. It's warm and _____, I'm wearing a skirt, a blouse and _____. It's 7:30 A.M. so I'm cooking _____.
2. It's cool so I'm wearing a _____, pants, and boots. It's 8:00 P.M. so I'm using the _____ now.
3. It's cold and _____ now so I'm wearing a _____ and plastic boots. It's 9:00 P.M. and I'm _____ home.
4. It's very _____ so Camila and her husband are _____ shorts and T-shirts. It's 2:00 P.M. so they're _____ lunch.
5. It's a shiny _____ so Marcus is wearing a T-shirt, shorts and a _____. It's 5:30 P.M. and he's _____ on the grass and reading a book.
6. What about you? What's the weather like in **your** city? What are you wearing? What time is it? What are you doing? It's ... _____.

14. They're having fun!

Pair work. Look at the following pictures, describe the time, the weather, what people are wearing and doing.



16. I need some information



Imagine that an Exchange student needs information from your city. Read her e-mail and write her back answering her questions/giving the information she needs.

From: jsch-lia99@hotmail.com
To: 234-asd@uv.com
Subject: Information from your city

Dear Mexican pal:

I'm Josephine Schneider from Germany. I'm an Exchange student so I'm staying in your city for a year. I'm traveling there next month.

Please help me with weather information and also with clothes recommendations. These are my doubts:

- What's the weather like there in the summer?
- Is it cold in the autumn?
- How about in the winter?
- What clothes do you usually wear in the summer?
- How often does it rain?
- Do you usually wear coats in the winter?
- Do girls wear shorts and sandals in spring?

Thanks in advance!

Josephine Schneider








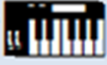
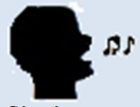












From: (your email)
To: jsch-lia99@hotmail.com
Subject: Information from your city

Dear Josephine Schneider:

Unit 6

1. Hobbies

A. Tick (✓) the things you like doing, cross (✗) the things you don't like doing.

 Working out	 Telephoning	 Spending time with family	 Going to restaurants	 Playing golf	 Writing poems	 Using the computer
 Playing the piano	 Singing	 Fixing things	 Traveling	 Playing videogames	 Taking care of pets	 Staying home
 Reading books	 Riding a bike	 Swimming	 Going to the beach	 Watching TV	 Taking photos	 Listening to music

B. 🗣️ Talk to your partner about it. You can use these expressions:

I love... but I hate... / I really like... but I don't like... very much. / I enjoy... but I don't really like... / I prefer...

Example:

A: I love gardening but I hate going out. How about you? What do you like doing?

B: I don't like gardening, I prefer surfing the web. I really enjoy it!

2. Talking about hobbies and free time activities

👂 Listen and repeat.

A: There's no class this Friday, let's do something together. What do you like doing in your free time?

B: Well, I love watching movies, listening to music, and practicing sports.

A: What kinds of movies do you like?

B: I love comedies.

A: Really, I don't like them I prefer thrillers. How about music? What kinds of music do you listen to?

B: I always listen to salsa, I love it.

A: Salsa? I dislike salsa, I prefer pop rock. What about sports? I love volleyball, I sometimes practice it. Do you like volleyball?

B: Yes! I love it too. So, let's practice this Friday afternoon at the park. See you at 5:00.

Pair work. 🗣️ Practice the conversation in pairs. Try to substitute using different hobbies like *dancing, reading, surfing the web, chatting*, etc.

3. Expressing likes and dislikes

Grammar information

Affirmative sentences

	love			love	
	like			like	+verb + ing + complement
♯ +	enjoy (s)	+ noun	♯ +	enjoy (s)	
	dislike			dislike	
	hate			hate	

Monse dislikes **salsa**
 I love **volleyball**.
 My brother hates **pop rock**.

I love **watching** movies and **listening** to music.
 You **like** learning English.
 I like **playing** the drums and **dancing**.

Wh questions

What kinds of	movies	watch	What do	like	+ verb + ing ...?
	sports + do	play ?	does+	♯ +	love
	books	read			enjoy
	does + ♯ +				
What kinds of movies do you like?			What do you like doing in your free time?		
What kinds of music do you listen to?			What does your sister like doing in her spare time?		
What kinds of books do you read?			What do your friends like doing in their leisure time?		


Do	love	A: Do your friends like volleyball?
Does	like	B: Yes, they do.
+ ♯ +	enjoy	A: Does Joe practice any sports?
	dislike ...?	B: No, he doesn't.
	hate	A: Do you like surfing the web?
	listen	B: Yes, I love surfing the web.
	watch, etc.	

Object pronouns (me, you, him, her, its, us, them)

They avoid repetition and substitute a noun or a noun phrase. We use object pronouns after a verb or a preposition.

Do you like softball ?	Do you like comics ?
Yes, I like it very much.	No, I don't like them , I prefer biographies .
How about languages? Do you like English ?	I always watch musicals , I love them .
Sure, I love it !	Do you like listening to Rihanna ?
	No I don't like her .

4. I prefer watching movies

A.  Read the following conversation, then complete the sentences.

At the park

Ana: Hi Daniel! What are you doing here?

Daniel: Hi Ana! Well, today is my free day so I'm taking a walk. You know, I **like** walking,

Ana: Do you like walking?

Daniel: Yes and I also like hanging out with friends and eating in restaurants.

Ana: Do you like reading? I can lend you some books.

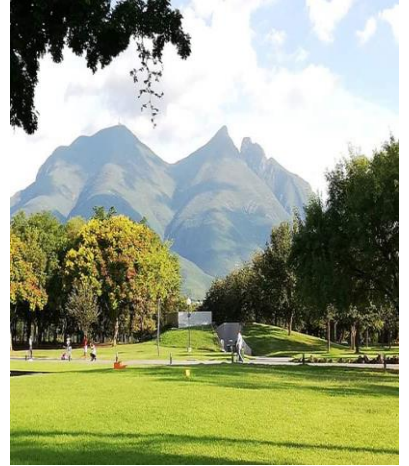
Daniel: Yes, I do. But I **prefer** watching movies on TV **to** reading books, but I can try. What kind of books do you like reading?

Ana: I **love** romantic novels and science fiction books. What about you?

Daniel: Well, I **hate** romantic novels but I **love** super heroes' comics!

Ana: Well, I **dislike** comics, but my nephew has some. Let's go home and get them!


Daniel: Great!



1. In his free time, Daniel likes _____, _____ and _____.
2. He prefers _____ to _____.
3. About books, Daniel hates _____ but he loves _____.
4. About books, Ana loves _____ and _____, but she dislikes _____.

B. Taking into consideration the information above: What elements can follow the verbs love, prefer, like, dislike and hate?


articles verbs in present participle prepositions nouns verbs in infinitive

C.  As Daniel and Ana, write about your likes and dislikes. You can use the information provided or some on your own.

coffee the Internet soccer fast food music TV series movies

Example: **I love coffee** or **I love drinking coffee.**

- 1.
- 2.
- 3.
- 4.
- 5.


- D.  Go around the classroom and ask three or four classmates about their free time activities. Take notes to report this information to the class. Number 0. is an example

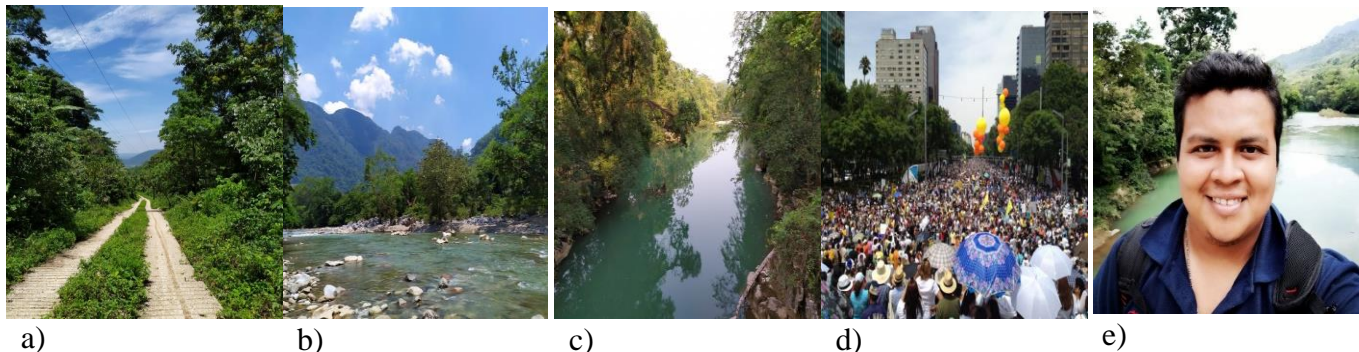
Student's name	Activity	Report
0. Daniel	likes soccer	Daniel likes soccer/ Daniel likes playing soccer.
1.		
2.		
3.		

5. My free time activities

Melanie and Edy are talking about Edy's weekend activities. Look at the photos and imagine the activities they are going to mention in their conversation.

Listening Tip 1:
Before listening, pay attention to images.
Imagine the possible words and list them on your notebooks.

- A.  Listen and select the extra photo.
B.



- C.  Listen again and answer the questions.

0. What does Edy do? **He is a Biology student/ he studies Biology**
- When does Edy do Eco-tourism?

 - What are the rivers like?

 - Are there any places to stay?

 - What 2 activities can you do there?

 - Where does Edy have his favorite photo?

Listening Tip 2:
Before you answer a listening exercise it's important to identify the keyword (s) in each item.
Keywords help you to focus on specific information you need.

6. I like swimming every day!

 Read the text then circle true or false.

Hello,

My name is Aitana, I'm in my twenties. I am from Xalapa the capital city of Veracruz. Today I'm writing about the things I like and don't like. It isn't easy because there are too many things to talk about. That's why I have to concentrate my opinion on two or three topics.

To start with, let's talk about my free time. I don't like going to the gym but I like swimming every day and I love running too. Doing exercise is very relaxing and healthy. I also like going to the movies (I really love comedies, horror movies and science fiction) and I love music too (jazz, salsa and rock). Anyway, I have to say that I prefer hanging out with friends and cycling with them on Saturdays through the Tecajetes Park.

Talking about school, I really dislike math, is very complicated for me so, I prefer Chemistry and Science; but my favorite subject is English, of course!

How about you? What do you like?

Bye, Aitana.

- | | | |
|---|---------------------------------------|-----------------------------|
| 0. The writer's name is Aitana. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| 1. She is 30 years old. | <input type="radio"/> True | <input type="radio"/> False |
| 2. Aitana goes to the gym with friends. | <input type="radio"/> True | <input type="radio"/> False |
| 3. She enjoys science fiction movies. | <input type="radio"/> True | <input type="radio"/> False |
| 4. She likes going to the movie theater. | <input type="radio"/> True | <input type="radio"/> False |
| 5. Aitana loves going to los Berros Park. | <input type="radio"/> True | <input type="radio"/> False |
| 6. Aitana likes Math and Science. | <input type="radio"/> True | <input type="radio"/> False |
| 7. Aitana hates English. | <input type="radio"/> True | <input type="radio"/> False |

7. A radio interview

 Listen to a radio interview and complete the sentences below.

Example: Carlos is the best soccer player in town.

- 1, Carlos likes _____ hard.
2. Carlos does extra work in the _____ .
3. Carlos _____ losing the games.
4. Carlos usually reads one book _____ .
5. Carlos loves _____ movies.
6. Carlos _____ musicals.

8. What food do you like eating?

👂 Listen and practice.



Apples



Grapes



Mangoes



Pineapple



Watermelon



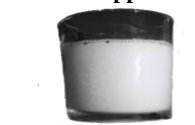
Bananas



Melon



Lemons



Milk



Butter



Meat



Fish



Chicken



Shirmps



Tomatoes



Peanuts



zucchini



Sweet potatoes



Carrots



Lettuce



Malanga



Onion



Radish



Chilli



Coriander

Pair work. 🗣️ Talk to your partner about your favorite food.

You can use:

- What food do you like eating?
- What food do you dislike?
- Do you like...? How about...?
- I love ... but I hate..., I really dislike...

9. The eatwell plate

☞ Do you remember the eatwell plate? Nowadays in elementary and secondary schools, teachers make emphasis in the importance of the eatwell plate. Look at the picture and name the food you know.

📖 Complete the paragraph according to *the eatwell plate* and the words in the box.

bread and pasta	carrots and cucumber	chickpeas and lentils	eat	fruits and vegetables
green	legumes	milk and cheese	red	three(2)
		nutrition		yellow

The eatwell plate is a _____ guide. It shows what to _____ to be healthy, depending on our needs and possibilities. There are _____ different groups of food: a) _____, b) cereals and c) _____ and animal source food. Examples of vegetables are _____. Some tubers are: sweet potatoes and yuca. _____ are examples of animal source food. Bananas and strawberries are fruits. _____ are products from cereal. _____ are legumes. There are _____ colors in the eatwell plate. These indicate how much you can eat to have a balance diet. _____ means to eat a lot. _____ means sufficient and _____ means a little. Variation and combination are important in breakfast, lunch and dinner. According to this guide, a balanced diet has at least one element from each group in every meal. Remember: choose food according to your likes and according to the food you can get in your town or city.



10. Talking about food preferences and habits

☞ Talk to your partner about your eating habits. You can use the following guide.

What food do you prefer eating? /What food do you dislike?

- I love eating.../ I really like... / I dislike.../ I hate...

What do you usually have for breakfast? for lunch? for dinner?

- I usually have/eat/ drink.... for breakfast/lunch/ dinner

How often do you eat vegetables? tubers? cereals?

- I always/ sometimes/never eat...

How often do you drink water? soda? juice?

- I always/ usually /never drink ...

Do you have healthy eating habits?


- Yes, I do. I always eat... / Yes because I always eat...
- No, I don't. I never eat... / No, I don't because I rarely/ never eat...

11. What food do they like?

Pair work.  Talk to your partner about the following people. Use the information from the chart.

Food	Nora	Julie and Jonny	Saul	You	Your classmate _____ (Name)	Clue
apples	☹️	👍	☹️			♥ love
water	👎	☹️	👍			👍 like
bacon	♥	👍	♥			👎 dislike
peaches	👍	♥	👍			☹️ hate
potatoes	☹️	♥	👍			
sandwiches	👍	👍	☹️			
popcorn	♥	☹️	☹️			

Example:
A: Nora loves apples
B: Yeah and she dislikes drinking water...

Pair work.  Then talk about your food preferences.

Example:

A: I love apples, what about you? Do you like apples?

B: Yes, I love them/ No, I hate them. Do you like water?

A: Yes, I like it...

12. Eating habits



Write a short paragraph describing your eating habits. Answer the following questions to guide you:

What food do you like eating? What food do you hate?

At what times do you usually eat your meals? Breakfast? Lunch? Dinner?

What do you usually have for breakfast? How about for lunch?

Do you drink water, coffee or soda with your meals? How often do you drink tea?

How often do you eat fruit?

Do you always eat dinner with your family?

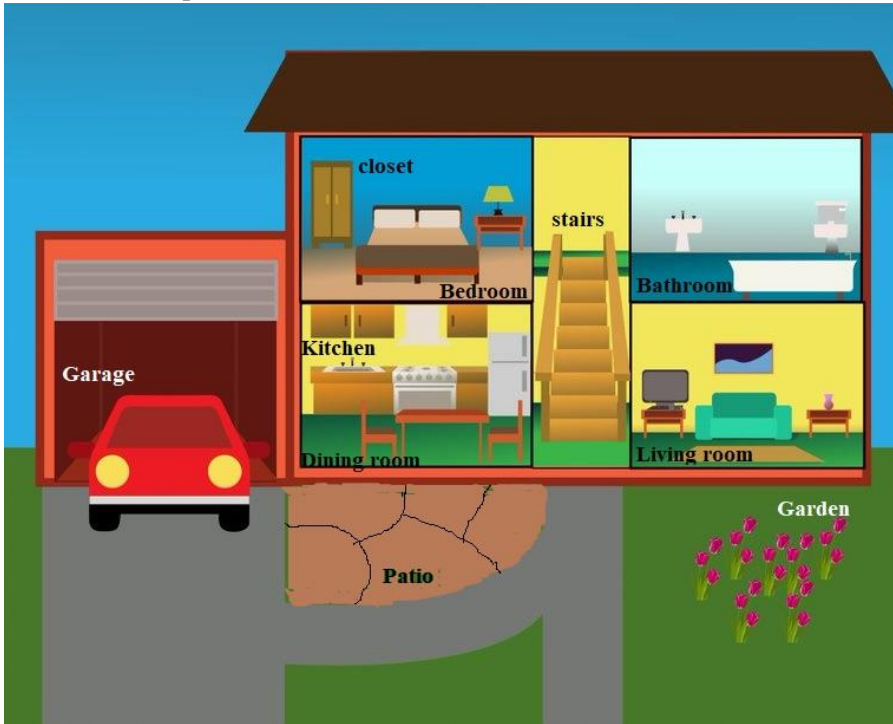
How often do you eat out?

Then, share your paragraph to the rest of the class.

Unit 7

1. Parts of a house

👂 Listen and practice.



Pair work. 🗣️ What rooms are in your home? Tell your partner.

2. Furniture

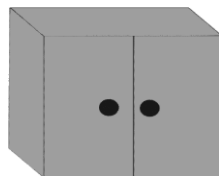
👂 Listen and practice.



armchair



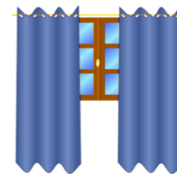
bed



cabinet



chairs



curtains



dryer



CD player



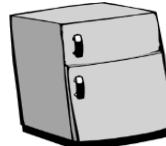
lamp



microwave oven



mirror



refrigerator /
fridge



shower



sink



sofa



stove



table



smart TV



toilet




washing
machine

Pair work.  What's in each room? Say the furniture you can see in each picture.



3. Talking about your home

Pair work.  Talk to your partner about your house.

Useful expressions:

- Do you live in a house or in an apartment? I live in a/an...
- What's your house/apartment like? Is it big or small? My house/apartment is.../It's...
- How many rooms does it have? My house has.../ It has...
- What are they? I have a living room, two bedrooms...
- Do you have your own bedroom? Yes, I do. / Yes, I have my own bedroom. /No, I don't. /No, I share it with my brother/sister.

Example:

A: Do you live in a house or in an apartment, Mary Ann?

B: I live in an apartment. How about you?

A: I live in...

4. This is my house



Read the following text then make a list of the furniture Ignacio has at home.

This is my home.

I'm Ignacio. I'm a college student. I rent an apartment in a new building. The building has a beautiful yard and a big parking lot. My apartment is comfortable. It has a nice bedroom, a bathroom and a modern living room. There's a small kitchen and a dining room, too. In my bedroom, there's a bed and there's a closet but there isn't a mirror. In my living room, there's a smart TV and there's a new computer, too. There are two comfortable armchairs and there's a table with many books. In my kitchen, there's a stove and a fridge. There aren't any cupboards but there's a small table. In my dining room, there are four chairs and there's a table. There are some photographs and some posters, too. The five rooms have fans but they don't have rugs. In my apartment, there aren't any plants but there are many beautiful trees in front of my apartment building.



5. There is/ There are


Grammar information




You can describe rooms and furniture in a room using 'have or there + be'. Look at the following examples, then help with the rules.

Examples	What are the rules?
The building has a beautiful yard.	<i>Have or has?</i>
My house has 6 rooms.	It
It has a nice bedroom.	They
The five rooms have fans.	
They don't have rugs.	<i>Don't or doesn't?</i>
The apartment building doesn't have an elevator.	It /They
There's a small kitchen.	<i>There are or there's ?</i>
There are four chairs.	
There's a bed.	a/an + singular noun.
There's a closet.	
There are some photographs.	(some/many) + plural noun.
There's a stove.	
There are many beautiful trees.	
There isn't a mirror.	<i>Singular or plural noun?</i>
There aren't any cupboards.	There isn't +
There aren't any plants.	There aren't +

6. Have or there + be?

A.  Complete the following sentences. Use the previous chart to help you.

1. There _____ a bed in my bedroom but there _____ any photos.
2. My kitchen _____ a small stove and a small table.
3. There _____ any curtains in the living room.
4. Katy's living room _____ a beautiful sofa and two armchairs.
5. The bedrooms don't _____ televisions.
6. There _____ many plants in the yard.

B. **Pair work.**  What's in your bedroom? Talk to your partner about it.
In my bedroom there is a bed...

7. Big apartment or apartment big?

A. What's a noun? What's an adjective? Can you name some?

Language hint

Noun: A noun is a word that refers to a person or thing.


Adjective: An adjective is a word that describes a person or thing, or gives extra information about them.

B. How can you combine them? Do you remember the word order when you have adjective and nouns? Talk about it with your class.

C. Look at the following words and make correct combinations of nouns and adjectives.

Nouns	apartment armchairs bed bedroom computer kitchen living room neighborhood sofa trees table yard
Adjectives	beautiful big bright comfortable dark favorite modern modest new nice old quiet small

Example: beautiful yard

D.  What do you have in your home? Write a short description about it.

Use: there's a/an ... There isn't a ... There are... There aren't any...

Example: I live in a *quiet* neighborhood. My house is *small*...

8. There's a bed in my bedroom

Pair work. 🗨️ Answer the questions according to Martin's bedroom. Follow the examples given.



- Is there a television in his bedroom? Yes, there is.
- Does his bedroom have plants?
- Are there any curtains?
- Is there a rug in his bedroom?
- Does he have a computer?
- Does the bed have a pillow?
- Are there any pictures?
- Does his bedroom have a TV?

Remember:

Is there...? Yes, there's a/an... No, there's no .../No, there isn't.

Are there...? Yes, there are (some/ many) / No, there aren't.

Does it have...? Yes, it does. / No, it doesn't.

Do you have....? Yes, I do. / No, I don't.

9. My dining room

A. 📖 Read the text, then answer the questions, look at the example.

The table is **in front of** the window. **Next to** the window, there are some plants. The chairs are **around** the table. The flowers are **in** a blue vase. The blue vase is **on** the table. There is a small cabinet **and the** smart TV is **on** the cabinet. The clock is **on** the wall, **between** the photos. The rug is **under** the table and the chairs.



1. Where's the table? The table is in front of the window / It's in front of the window.
2. Where are the plants?
3. Where are the chairs?
4. Where are the flowers?
5. Where's the blue vase?
6. Where's the smart TV?
7. Where's the rug?

B. Pair work. 🗣️ It's your turn, write four questions about items in your classroom. Then, take turns asking and answering your questions.

Example:

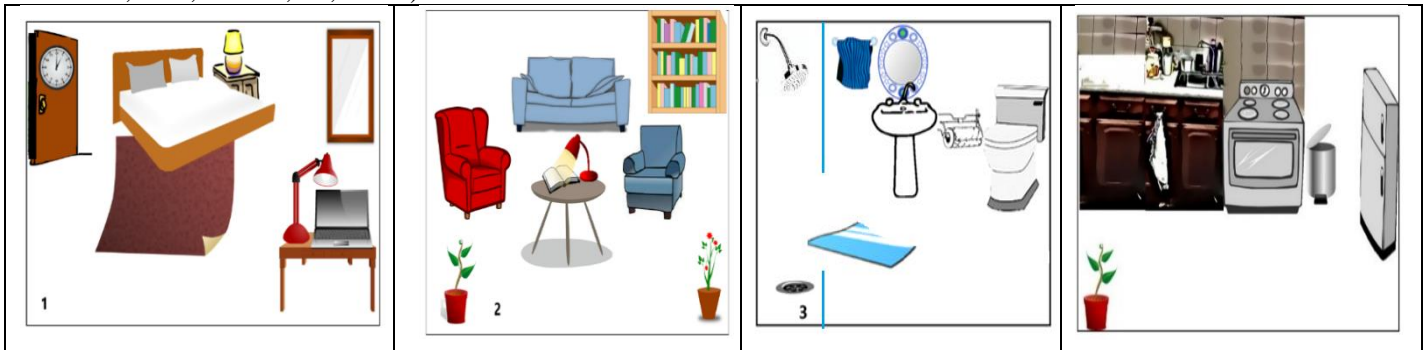
A: Where's the desk?

B: It's next to the window. Where's the...?

Language hint

Place prepositions: above, around, between, close to, in, in front of, near, next to, on, under.

C. Look at the pictures and complete the paragraphs using the correct prepositions (above, close to, in, in front of, near, next to, on, under).



1. There's a clock _____ the door. The bed is _____ the door. The pillows are _____ the bed. The table is _____ the bed. The lamps are _____ the tables. The carpet is _____ the floor under the bed. The computer is _____ the table.
2. The table is _____ the sofa. The bookcase is _____ the sofa. There are books _____ the bookcase. There is a book _____ the table and _____ the lamp. There are plants in _____ the armchairs.
3. The toilet is _____ the sink. There's a mirror _____ the sink. The toilet paper is _____ the sink and the toilet. The shower is _____ the towel. The carpet is _____ the sink.
4. The stove is _____ the cupboard and the wastebasket. The fridge is _____ the wastebasket. There's a plant _____ the cabinet.


D. How about your favorite room? What's your favorite room? What furniture is there? Where's the furniture?

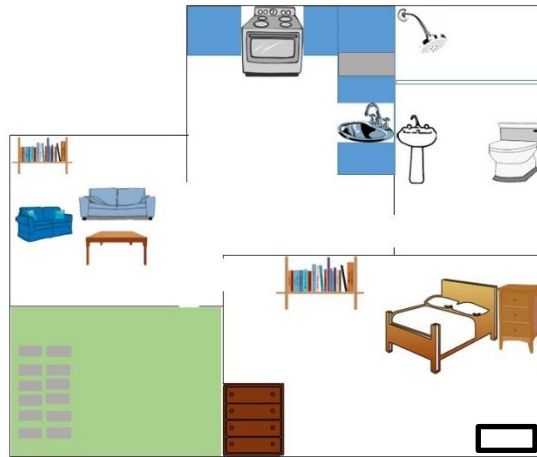
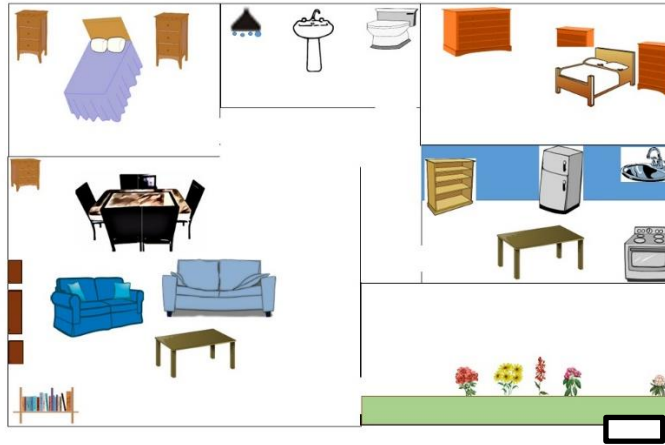
✍️ Write sentences using some of these words: above, around, between, close to, in, in front of, near, next to, on, under. Then share your writing/written ideas with your partner.


Example:

In my living room, the sofa is next to the door. There is a bookshelf above...

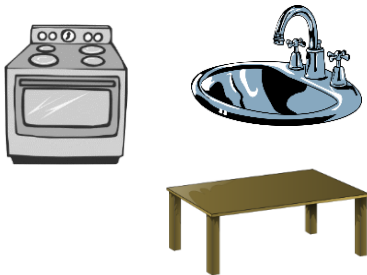
10. My new home

A.  Listen and tick (✓) the image that corresponds to Lucy's new house.

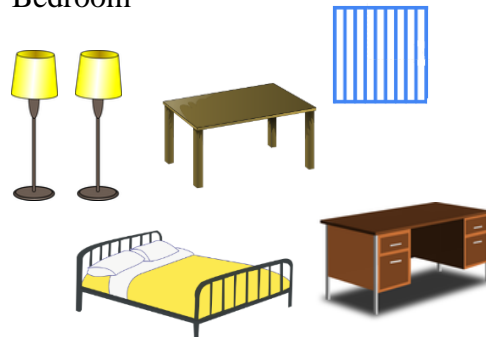


B.  Listen to the rest of the conversation and draw the missing furniture in the kitchen, the bedroom and the patio.

Kitchen



Bedroom



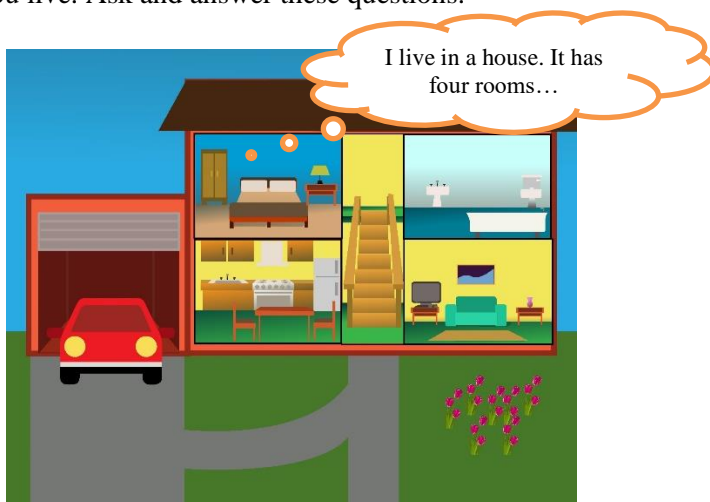
Patio



11. I live in a house!

Pair work. 🗣️ A. Talk to a friend about the place where you live. Ask and answer these questions.

- Do you live in a house or in an apartment?
- Is it big or small?
- How many rooms are there? Name four objects you can find in each room.
- Is there a ...? / Are there...?



Class work. 🗣️ B. Describe your favorite room in your house using THERE IS and THERE ARE.

My favorite room is my bedroom. There is a bed; there are two big windows...

12. What rooms does it have?

✍️ Imagine that you live in an apartment and need a roommate. A person needs information of your apartment. Read his e-mail and write him back giving detail of the apartment you rent.

Hello!

I need to rent an apartment, well a small bedroom because I work all day and I'm only at home at night. Can you give information of the apartment you want to share?

These are my doubts:

- Where is your apartment? -How much is the rent? -What rooms does it have?
- What's in each room? -Does it have internet?
- Is there a parking lot in the apartment building?

Thanks in advanced for your reply!

Hugo Martens

Dear Hugo Martens:

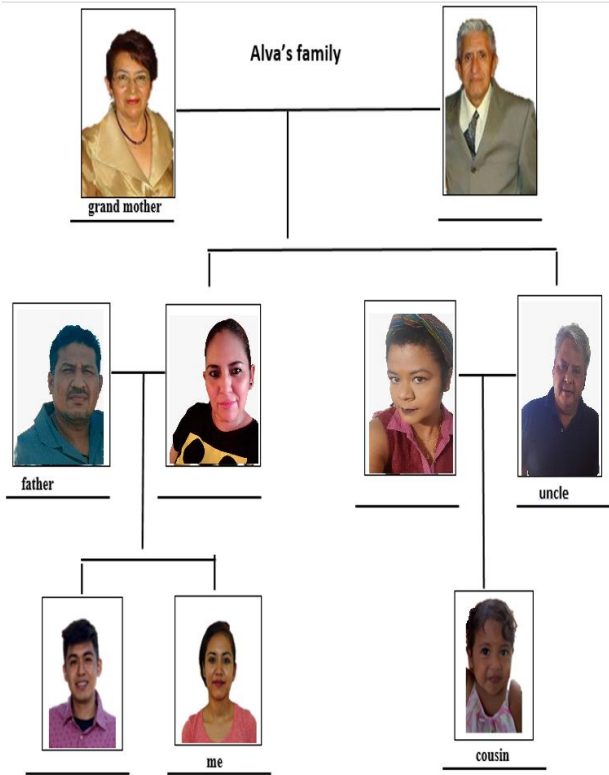
My apartment is on...

Unit 8

1. Family members



Complete Alva's family tree with the following words: mother, brother, grand father, aunt.



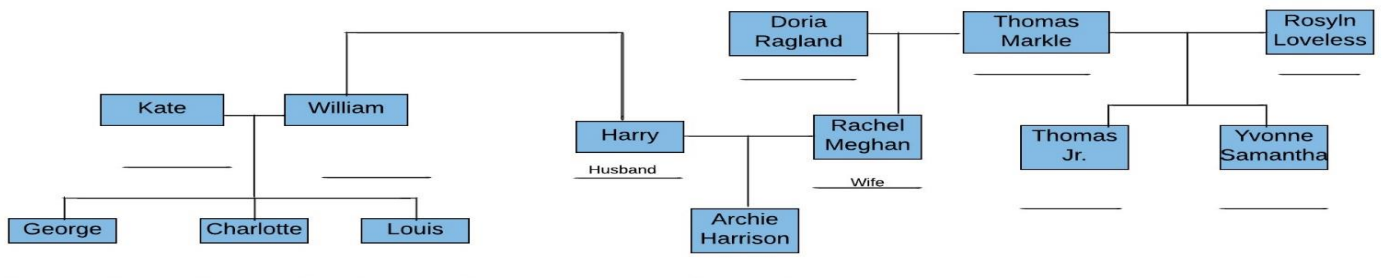
Pair work. B. Draw your family tree (include names and ages) then talk to your partner about your family.

Example: This is my family. In my family there are 5 member my mother, my two brothers... My mother's name's...she's... years old...

C. Read the following conversation and complete Megan's family tree with the following words:

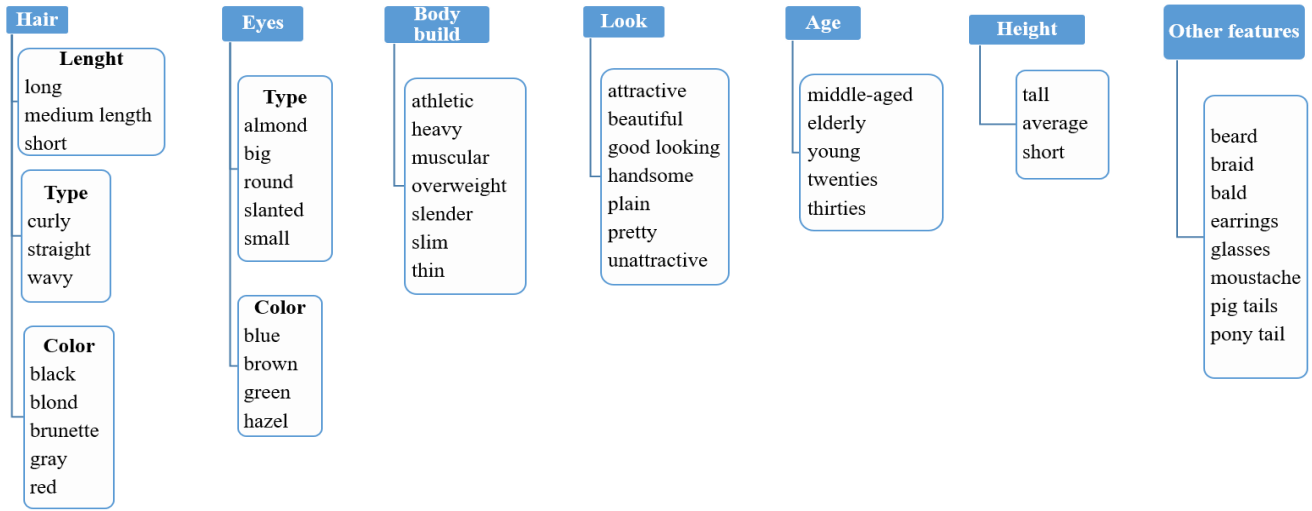
son mother father sister in law brother in law nephew(2) had sister had brother niece

- A: I need to complete Meghan Markle's family tree. Can you help me?
- B: Who's Meghan Markle? Oh, I remember, she is Harry's wife.
- A: All right! And they have a son now, his name's Archie Harrison. Meghan's mother's name is Doria Ragland and her father's name's Thomas Markle.
- B: By the way, she has a half-sister and a half-brother. Their names are Yvonne Samantha and Thomas Markle Jr.
- A: And her sister in law is Kate Middleton and William is her brother in law. Meghan's nephews are George and Louis and Charlotte is her niece.



2. What do they look like?

A. Study the following words. Look up unfamiliar words if necessary.



B.  Read the following paragraphs.



What does he look like? He's in his twenties. He's a little short. He has short straight black hair. He wears glasses.

What does she look like? She's in her fifties. She's tall and slim. She has short black hair. She doesn't wear glasses.

What does she look like? She's pretty. She's 23 years old. She's short and slim. She has brown eyes. She doesn't wear glasses.

What does she look like? She's beautiful and thin. She's in her twenties. She has long straight black hair.

What does he look like? He's fifty-two years old. He's short and a little plumb. He has short straight hair.

What about you? What do you look like? I'm..., ... and.... I have...

		Language hint
Age		nineteen/ young/ middle aged/in his/her/my twenties
Height		tall/ average height/ short
Build	‡ + is/are/am	athletic/ a little heavy/ overweight/ slim
Appearance		plain/ pretty/ handsome/ good looking/unattractive
Personality		clever/ extroverted/ shy/easygoing/serious
Hair	‡ + has/have	long straight blond hair/medium length curly brunette hair/ braids/pig tails/ a pony tail
Eyes		slanted brown eyes/big hazel eyes/small eyes/brown eyes
Accessories	‡ + wears/wear	Glasses/ earrings/ a watch

4. Are you tall?

Match the questions with the answers.

Questions

- What do you look like?
- Are you tall?
- What does Lily look like?
- Are your parents easygoing?
- What color are Amelia's eyes?
- How old is Katy?
- What color is Oliver's hair?
- Does your sister have short hair?
- Are you slim?
- Do your parents wear glasses?
- What is your best friend Edith like?
- Does your brother have a moustache?
- Do you wear glasses?

Answers

- No, I'm medium height.
- Her eyes are blue.
- Yes, he does.
- She's funny and extroverted.
- I'm a little tall and I have short wavy hair.
- She has small brown eyes and long curly hair.
- Yes, I do.
- His hair is dark brown.
- Yes, they do.
- No, she has long hair.
- Yes, they are.
- No, I'm overweight.
- She's in her thirties.

Then compare your answers with a partner.

5. What ...like?

Grammar explanation

Wh questions with be	Wh questions with do
<ul style="list-style-type: none"> ▪ How old is your father/sister/best friend? He's/she's... ▪ What color are your mother's/brother's eyes? Her/his eyes are ... /She/he has ... eyes. ▪ What color is Oliver's/ Lia's hair? Her/his hair is... / She/he has...hair. ▪ What color is your aunt /best friend's hair? Her/his hair is... / She/he has...hair. ▪ What are you like? I'm... 	<ul style="list-style-type: none"> ▪ What does Lily/Martin look like? She's/ He's... ▪ What do you look like? I'm... ▪ What do your parents look like? They are... ▪ What does your brother look like? He's... ▪ What does your best friend look like? He's/ she's...
Yes/no questions with be	Yes/no questions with do
<ul style="list-style-type: none"> ▪ Are you tall? Yes, I am. / No, I'm not. ▪ Is your mother/brother easygoing? Yes, she/ he is. / No, she/he isn't. ▪ Are your brothers/sisters talkative? Yes, they are. / No, they aren't. 	<ul style="list-style-type: none"> ▪ Does your sister/brother have short hair? Yes, she/he does. / No, she/he doesn't. ▪ Do your parents wear glasses? Yes they do. / No, they don't. ▪ Does your brother/father have a moustache? Yes, he does. /No, he doesn't.

A. Pair work 🗣️. Take turns asking and answering about people in the pictures.



How about your family? What's your family like? What do they look like? Go back to your family tree. Talk to your partner about some family members.

6. This is my ...

A. ✍️ Describe your best friend. Mention: name, nationality, occupation, age, personality and physical appearance. Then share your paragraphs.

B. Pair work. 🗣️ What's the question? Unscramble the words to form questions, then take turns asking and answering these questions.

1. best friend/ is /tall /your?
2. does/ have /hair /your sister/ long?
3. is /what color / your /hair /mother's?
4. extroverted/ you /are?
5. your family/ what's /like?
6. like / look / does / what /your brother?
7. are /how old /your parents?

7. I'm looking for my teacher

👂 Listen to the conversation and choose the correct options.

- | | |
|---------------------------|---------------------------|
| 1. The boy is looking for | 2. His first name is |
| a) <i>a student</i> | a) <i>Rodrigo</i> |
| b) <i>a teacher</i> | b) <i>Roberto</i> |
| 3. Mr. Martinez is | 4. Mr. Martinez's hair is |
| a) <i>overweight</i> | a) <i>curly</i> |
| b) <i>slim</i> | b) <i>wavy</i> |
| 5. He always wears | 6. Mr. Martinez is |
| a) <i>t-shirts</i> | a) <i>impatient</i> |
| b) <i>shirts</i> | b) <i>punctual</i> |

8. Tell me a little about him!

Pair work. 🗨️ Choose one of the two situations and role play it.

Situation 1

Student A A: Imagine that you have a foreign visitor at home and your partner wants to know about him/her.

Answer the questions, your partner will ask about that visitor.

E.g. He's/She's a little short ...

Student B B: Imagine that you want to know about the new foreign visitor at your partner's house.

Ask questions about that visitor.

E.g. What does your visitor look like?

Situation 2

Student A A: Imagine that you want to know about the new neighbor that lives in front of your partner's house.

Ask questions about that new neighbor that lives in front of your partner's house.

e.g. What's your neighbor's name?

Student B B: Imagine that there is a new neighbor that lives in front of your house and your partner wants to know about him/her.

Answer your partner's questions.

E.g. His/ Her name's ...

9. This is my family



Read the text and answer the following questions.

This is my family

Hi, I'm Sara a Law student and this is my family. In my family there are seven members: my mother, my sister, my two brothers, my grandparents and me. I live with my mother and my two brothers in Veracruz. My mother's name's Candelaria, she's in her forties. She's short and really generous. She's a secretary. She works in a big company. My brothers are Saul and Marcos. Saul is 14 years old. He's tall and friendly. Marcos is 11 years old. He's a little short and extroverted. Saul is in high school and Marcos is in elementary school. They love playing soccer. My sister Liliana lives with my grandparents Antonio and Maria in Chihuahua. Liliana is 25 years old. She's plumb and short and has short black hair. She's patient and outgoing. She's a computer programmer, she loves fixing computers. She works and studies a master's degree in computer science. My grandfather Antonio is 69 years old and my grandmother Maria is 67. They're hardworking and friendly. They have a ranch and work there. By the way, I'm in my twenties. I'm a little tall, slim and shy. I have long straight black hair. I love taking photos.



1. What's Sara's mother like?
4. What does Liliana do?

2. How old is Marcos?
5. What are Antonio and Maria like?
7. What does Sara look like?

3. What do Saul and Marcos like?
6. How old is Sara?

Unit 9

1. What can they do?

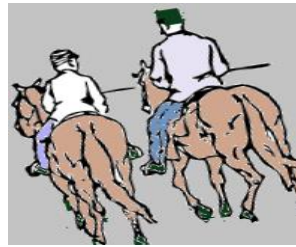
📖 Read these sentences.



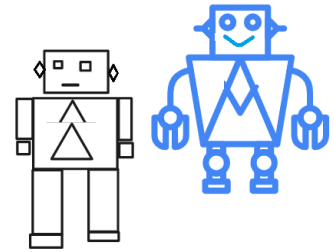
Raul can speak French.



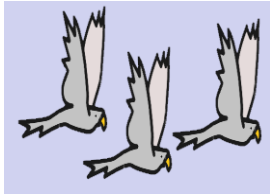
They can swim very well.



Some people can ride horses.



Robots can help humans in different areas.



Birds can fly.



I can speak English.



My grandfather can read e-mails.



Computers can perform many instructions.

2. Expressing abilities

A. Grammar information

Affirmative	Can	Negative
Raul can speak French.	Horses can't fly.	
They can swim very well.	I can't ride a horse.	
My grandfather can read e-mails.	My friend Myrna can't speak French.	
Some people can ride horses.	My brother can't fix a car.	
Birds can fly.	Felix can't draw.	
	Maggie and Tony can't play the drums.	

Language hint: Can = to be able to; have the ability to, to know how to. Skill = abilities

B. 🎧 What about you? What can you do? Tick (✓) the things you can do. Then tell your partner what you can do.

	Skill	
1.	run	
2.	ride a horse	
3.	workout	
4.	play volleyball	✓
5.	drive a car	
6.	fix a car	
7.	do yoga	
8.	program a computer	
9.	play chess	
10.	write poems	

Example:

A: I can cook, play chess and swim.

What about you?

B: I can...

3. Interesting facts about horses

What do you know about horses? Share what you know with your class.

📖 Answer *true* or *false* according to the reading.

Interesting facts about horses

Names. A male horse is called a stallion. A female horse is called a mare. A young male horse is called a colt. A young female horse is called a filly. Ponies are small horses.

Profile. Horses are domesticated animal. Domestic horses can live around 25 years. Horses are herbivores (plant eaters). Horses have around 205 bones in their skeleton. Horses have big eyes and because their eyes are on the side of their head, they can see nearly 360 degrees at one time. Horses can run shortly after birth. Horses can sleep both lying down and standing up. Adult horses gallop at around 44 kilometers per hour (27 miles per hour).

Abilities. Horses can help people in different ways. They can help people with their physical therapies. People can interact with horses for psychological benefits, too. Horses can carry things. People can ride horses to enjoy or to travel.



1. A female horse is a colt. *False*.
2. Horses can be 25 years old.
3. Horses are carnivorous.
4. Horses' eyes are small.
5. Horses can only see narrow distances.
6. Horses can only run slowly.
7. Horses can help sick people.
8. Horses can transport objects and people.

4. Asking about skills

Grammar information

Yes/no questions	Can	WH questions
▪ Can you play volleyball? Yes, I can. / No, I can't.	▪ What can you do? I can play basketball and swim but I can't sing.	▪ What can Martin do? He can write poems but he can't play any musical instrument.
▪ Can your teacher cook? Yes, he can./ No he can't.	▪ What can Ana do? She can cook but she can't surf the web.	
▪ Can your parents dance salsa? Yes, they can. /No, they can't.		

A. ✍️ Unscramble the following words to form questions. The previous chart can help you.

- | | | | |
|--|---|--------------------------------------|---|
| 1. can /dance/ salsa/ you | ? | 2. your /can/ English /cook/ teacher | ? |
| 3. mother /what/ your /do/ can | ? | 4. play/ you /can /chess | ? |
| 5. drive /can/ your/ friend/ best /a car | ? | 6. what/ your/ brother/ do /can | ? |
| 7. you /a projector/ can /use | ? | 8. can /classmates /your /what/ do | ? |

B. 🗣️ Ask the questions to a partner. Then share your finding with the rest of the class.

5. Talking about abilities

🗣️ Complete the following conversation with the correct word or words from the box.

can can't computer do doing fix teach working well

A: Hi, Joe.
 B: Hi: Mildred. What are you _____?
 A: I'm looking for a Portuguese course. I _____ speak Portuguese.
 B: I can teach you, I _____ speak Portuguese and Italian very _____.
 A: Really? That's interesting.
 B: What about you, Mildred, what can you _____?
 A: Well, I can fix a _____ quite well and I can draw, too.
 B: Really? My computer isn't _____, can you check it?
 A: Sure. So you can _____ me Portuguese and I can _____ your computer.
 B: Sounds good!

6. How well can you...?

🗣️ Interview a classmate about his/her skills. Look at the example:

Student's name: _____	Can you ...?		How well can you...?			
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Very well	<input type="checkbox"/> Well	<input type="checkbox"/> A little	<input type="checkbox"/> Not at all
Swim	✓		✓			
Program a DVD player		✓				✓
Ride a horse						
Do yoga						
Play chess						
Cook						
Roller skate						
Draw						
Play the guitar						
Bake a cake						
Drive a car						

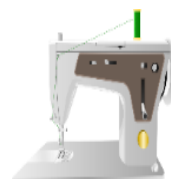
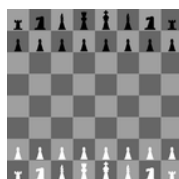
Example:
 A: Can you swim, Annie?
 B: Yes, I can.
 A: How well can you swim?
 A: Well, I can swim very well.

Then, report your findings to your class. *Example:* Annie can swim very well but she can't program a...

Language hint: *Well* is an adverbs of manner. Adverbs of manner tell us how somebody does or can do something. Other adverbs are: fast, nicely, badly, terribly, poorly, quickly, fluently.
 Examples: My friend Aline can speak English *fluently*. This girl sings *badly*. Alejandro can run *fast*.

7. What can they do?

A. Listen and check the activities they can do (✓) or can't do (x).



Andy

✓

x

Carmen

Manuel

B. Write sentences about what you can do, and you can't do. Then share your ideas with the rest of the class.

Things I can do

I can play soccer

Things I can't do

I can't play de violin

8. I can bake cakes and cookies!

A. **Class work.** 🗣️ Talk about the abilities and talents you have or don't have for a minute.

Example: I can bake cakes and cookies but I can't play baseball.

B. **Pair work.** 🗣️ Make a conversation with a partner about the abilities you have. Use words from the vocabulary boxes.

Examples: Can you swim? (sports)

Yes, I can 😊 / No, I can't ☹️

Can you use a computer? (technical)

Can you play the guitar? (musical or artistic)


Can you cook eggs? (other)

Sports abilities	Technical abilities	Musical or artistic abilities	Other abilities
play soccer	use a smart phone/tablet	play piano	bake cookies
basketball	fix a car/ a computer	Violin	a cake
baseball	drive a car	Drum	make pizza
	upload videos or music		ride a bike
do karate	download videos or music	dance tango	speak a foreign language
yoga	edit videos/photos	salsa	tell good jokes
zumba	play videogames	sing opera	
		rap	
lift weights		hip hop	
		write poetry	

C. **Team work.** 🗣️ Talk about the abilities and talents of a famous person (actor, actress, athlete, youtuber, etc.).

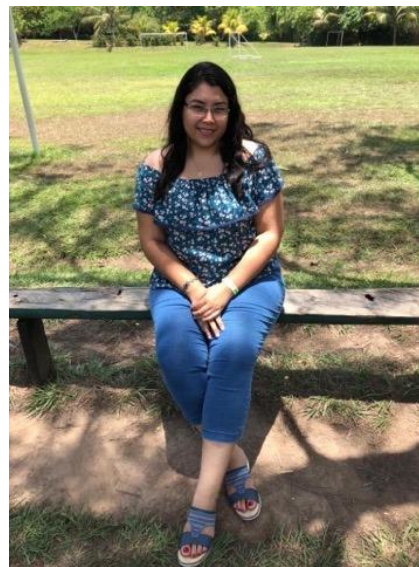
Example: Shakira is a famous singer so she can sings and dance very well. She has many other different abilities, she can cook Italian food and... However, she can't play soccer or baseball...

9. I can do many things!

 Read the text about Anne's life and circle T (True) or F (False) according to the information.

Hello, my name is Anne and I am twenty three years old. I live in San Diego, California with my parents. My mom, Amelie is from France, she speaks French and English very well and she is a nurse. My dad Raul is Mexican, he speaks Spanish and English and he is a doctor. They work together in a local hospital here in San Diego. I practice English, French and Spanish with them.


I study languages and I am learning Portuguese and Italian now because I want to travel to Italy and Portugal next years. I work in a coffee shop on Monday, Wednesday and Friday, from 4pm to 8pm. I prepare coffee, teas and milkshakes. In my free time, I love listening to music and playing the guitar and the piano. On Thursday night, I take salsa lessons with my best friend Aaron, he dances Pop, Merengue and Cha Cha Cha music. We really love dancing.



Example: Anne can't play the piano. T F

- | | | | |
|---|-----|--|-----|
| 1. Anne can practice languages with her parents. | T F | 2. Anne can work twice a week. | T F |
| 3. Anne can speak five languages. | T F | 4. Anne can't practice languages with her parents. | T F |
| 5. Anne's parents can see each other very often. | T F | 6. Anne can prepare delicious drinks. | T F |
| 7. Anne can play two different musical instruments. | T F | 8. Anne's friend can't dance. | T F |

10. What skills do they have?

 Think about the abilities people near you have. Complete the following chart with **key words**. Then write a short paragraph including words like very well, quite well, badly, fast, nicely, not at all, not well, poorly, quite well, terribly.

<i>People</i>	My friend <u>Gina</u>	My sister/brother _____	My teacher _____	Me
<i>Abilities</i>	play videogames	swim, dance		

Example: My friend Gina can play videogames quite well but she...

Language hint:

In this unit you practiced the modal **can** for abilities but you can also use it for permission.

It's equivalent to 'could/ may', so:

A: Can / Could / May I use...?

B: Sure/ No problem. / Of course./ Sorry. /No, not now./Of course not./

Example:

A: Can you turn off the screen?

A: Can you open the window?

A: Can you do me a favor?

B: Sure.

B: Of course.

B: No problem.

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Grammar review

1. The alphabet

Look at the following scramble words. Which ones are they?

Example:

- | | | | | | | | | | |
|-----|---|---|---|---|--------------|---|---|---|---|
| E | L | B | A | T | <u>TABLE</u> | | | | |
| 1. | M | P | A | | | | | | |
| 2. | P | U | M | C | O | R | E | T | |
| 3. | R | E | S | A | R | E | | | |
| 4. | C | I | P | R | T | U | E | | |
| 5. | I | I | O | A | D | C | T | N | R |
| 6. | I | S | N | Q | T | O | U | E | |
| 7. | L | A | P | E | S | E | | | |
| 8. | E | C | T | O | E | M | L | P | |
| 9. | O | O | K | B | | | | | |
| 10. | B | T | W | A | E | S | K | T | A |
| 11. | Y | T | I | S | R | E | V | I | N |
| 12. | N | D | H | A | | | | | |
| 13. | K | K | W | O | O | O | B | R | |
| 14. | E | E | H | T | S | | | | |
| 15. | S | C | H | L | O | O | | | |
| 16. | E | U | O | M | S | | | | |

2. The verb to be

Affirmative		Negative		
Long form	Short form	Long form	Short forms	
I am	I'm	I am not	I'm not	
He is	He's	He is not	He's not	He isn't
She is	She's	She is not	She's not	She isn't
It is	It's	It is not	It's not	It isn't
We are	We're	We are not	We're not	We aren't
You are	You're	You are not	You're not	You aren't
They are	They're	They are not	They're not	They aren't

Examples:

- Pablo **isn't** an architect.
 I **am** a teacher.
 Betty **is** from Guadalajara.
 Pedro and Rafael **aren't** at work now.
 Juan and I **are** good friends.

A. Complete the sentences with the verb to be in affirmative or negative.

- The cable car _____ (be - not) in Rio Blanco. It _____ in Orizaba.
- Zacahuil _____ a typical food in Poza Rica.
- Molotes and Bocoles _____ typical food in Poza Rica
- Ojo de Agua Lagoon _____ (be -not) in Cordoba. It _____ in Orizaba.
- Taminilla and Pichichi _____ delicious dishes in Coatzacoalcos.
- Horchata water _____ (be - not) typical in Monterrey. It _____ typical in Xalapa.
- Nogales Lagoon _____ Orizaba.

B. Order the sentences.

- doctors / Alberto and Rosa / are _____.
- are / Carlos and Rodrigo / students / Medicine _____.
- Jalapa / fried bananas / typical / are / in / _____.
- is / a / ceviche / popular / Veracruz / in / dish _____.

C. Look at the sentences. Write the negative form. Then use the information in parenthesis and write the correct sentence.

Example: Computers are cheap. Computers aren't cheap. They are expensive. (expensive)

- The Eiffel Tower is in England. _____ . (France)
- Barak Obama is from Brazil. _____ . (US)
- Lionel Messi and Maradona are from Spain. _____ . (Argentina)
- I am a teacher. _____ . (student)
- Samba is from Veracruz. _____ . (Brazil)
- Adidas is from Russia. _____ . (Germany)
- Whales are small mammals. _____ . (big)

Affirmative	Interrogative (yes/no questions)
I am	Am I ...? Yes, I am / No, I am not.
He is	Is he ...? Yes, he is / No he isn't.
She is	Is she ...? Yes, she is / No, she isn't.
It is	Is it ...? Yes, it is / No, It isn't.
We are	Are we ...? Yes, we are, No, we aren't.
You are	Are you ...? Yes, I am / No, I am not. Yes, We are / No, we aren't.
They are	Are they...? Yes, they are. No they aren't.

D. Answer the questions about you.

- Are you tall? _____.
- Is your mother from Guadalajara? _____.
- Is your father an architect? _____.
- Are your parents in your house now? _____.
- Is your best friend intelligent? _____.
- Is your English teacher friendly? _____.
- Is your hometown beautiful? _____.

Wh-questions with be		
What		your name?
Where	am	are you from?
Who	is	your best friend?
What time	are	is your English class?
When		class?
How		is your birthday?
		are you?

E. Look at the answers and write the appropriate question.

- _____ ? My mom is from Minatitlan.
- _____ ? My father's name is José.
- _____ ? I am from Puebla.
- _____ ? My favorite food is sea food.
- _____ ? My hometown is Cuitlahuac.
- _____ ? My favorite restaurant in Cordoba is "Los Treinta Caballeros".
- _____ ? My friends' names are Ana and Gonzalo.

F. Complete the following dialogue with the missing word or words.

At a school

Secretary: Good morning. May I help you?
Student: Yes. I want to take a Chinese course here.
Secretary: Ok, first I need some information.
Student: Ok. No problem.
Secretary: What (1) _____ your name?
Student: My name is Paulo.
Secretary: Where (2) _____ you from?
Student: I (3) _____ from Oaxaca.
Secretary: (4) _____ you married?
Student: No, (5) _____. (6) _____ that important?
Secretary: No, (7) _____. It (8) _____ just for the record. How old are you?
Student: I (9) _____ 26 years old.
Secretary: What (10) _____ your zip code?
Student: it (11) _____ 68016
Secretary: OK. Here you (12) _____.
Student: What (13) _____ that?
Secretary: All our schedules. Please select one.
Student: OK. Thank you for your attention.

3. Personal pronouns

Pedro	Edith	An apple	Pedro and Edith	Two apples	Pedro, Edith and I
He	She	It	They	They	We

Personal pronouns substitute nouns: names and objects. **Look at the examples:**

Edith is a teacher. **She** is a teacher. **Pedro** is a doctor. **He** is a doctor. **This apple** is red. **It** is red

Pedro and Edith are students. **They** are students. **Pedro, Edith and I** are cousins. **We** are cousins.

These carrots are orange. **They** are orange.

Look at the sentences and substitute the nouns on the space.

1. **Juan** is a teacher. _____ is a teacher.
2. **Maria** is in Temascal, Oaxaca. _____ is in Temascal, Oaxaca.
3. **Some apples** are red. _____ are red.
4. **The computer** is white. _____ is white.
5. **My parents** are very happy. _____ are very happy.
6. **José and Miguel** _____ are brothers. _____ are brothers.
7. **My brothers and sisters** are in a restaurant. _____ are in a restaurant.
8. **My friends** are very intelligent. _____ are very intelligent.
9. **Luis** is an excellent person. _____ is an excellent person.
10. **My mom** is from Yanga, Veracruz. _____ is from Yanga, Veracruz.
11. **My friends and I** are in an English class. _____ are in an English class.
12. **That house** is big. _____ is big.
13. **My cell phones** are old. _____ are old.

4. Indefinite article

In English, we use the indefinite article **a** or **an** with countable nouns **in singular**. Examples:

An accountant (**An** + a vowel sound)

A builder (**A** + a consonant sound)

A. Write a or an.

_____ chemist	_____ cleaner	_____ cook	_____ construction worker
_____ dentist	_____ doctor	_____ driver	_____ employee
_____ engineer	_____ lawyer	_____ lecturer	_____ manager
_____ mechanic	_____ nurse	_____ officer	_____ personal assistant
_____ police officer	_____ porter	_____ sales executive	_____ student
_____ teacher	_____ tutor	_____ unemployed	_____ waiter

B. Circle the correct option.

1. Pedro is *a/an* lawyer.
2. Marta is *a/an* nurse.
3. Alberto is *a/an* mechanic.
4. Jimena is *a/an* officer.
5. Hortencia is *a/an* personal assistant.
6. Humberto is *a/an* police officer.
7. Sebastian is *a/an* doctor.
8. Carlos is *a/an* student.

In plural **a** or **an** is not necessary. Look at the examples.

Pablo is **a** doctor. Jesus is **a** doctor, too. = **Pablo and Jesus are doctors.**

C. Look at the sentences. Write the plural.

1. Luis is **a driver**. Bartolo is **a driver**, too. = _____.
2. Ana is a waitress. Bere is a waitress, too. = _____.
3. Josefina is an engineer. Olivia is an engineer, too. = _____.
4. Marcos is a cook. Javier is a cook, too. = _____.
5. Aimee is a student. Gaby is a student, too. = _____.

5. Singular and plural noun

When we add an -s to the nouns in singular, we form the plural form.

Example: chair – chairs, pen – pens, eraser – erasers, map – maps, notebook – notebooks.

Some nouns end in consonant + y. in this case, the plural is -ies.

Example: dictionary– dictionaries, baby– babies, lady– ladies, country– countries; **but:** holiday– holidays, monkey– monkeys.

Some nouns are irregular

Example: mouse– mice, man– men, woman– women, tooth– teeth, child– children, person- people, ox-oxen, goose-geese, cactus- cacti, louse- lice.

After f, fe = -ves

Example: wolf– wolves, leaf– leaves, half– halves.

Some nouns just have one form. They do not change.

Example: Fish– fish, bison– bison, deer– deer, sheep– sheep.

A. Write the plural form.

Board _____	Computer _____	Marker _____	Workbook _____
Book _____	Desk _____	Pencil _____	wastebasket _____
Wall _____	Table _____	Picture _____	marker _____

B. Change the following sentences to plural.

Example: That apple is red. **Those apples are red.** This fish is big. **These fish are big.** This dress is expensive. **These dresses are expensive.** That man is tall. **Those men are tall.**

1. My foot is small. _____
2. That woman is tall. _____
3. This bison is big. _____
4. This country is interesting. _____
5. That deer is slow. _____
6. That sheep is white. _____
7. This lady is beautiful. _____
8. My tooth is big. _____
9. This mouse is noisy. _____
10. My child is intelligent. _____

6. Cardinal numbers

1	One	11	Eleven		
2	Two	12	Twelve		
3	Three	13	Thirteen	30	Thirty
4	Four	14	Fourteen	40	Forty
5	Five	15	Fifteen	50	Fifty
6	Six	16	Sixteen	60	Sixty
7	Seven	17	Seventeen	70	Seventy
8	Eight	18	Eighteen	80	Eighty
9	Nine	19	Nineteen	90	Ninety
10	Ten	20	Twenty	100	One hundred

A. Write the numbers.

3 _____	17 _____	21 _____	42 _____	97 _____
55 _____	88 _____	36 _____	64 _____	71 _____
13 _____	30 _____	75 _____	81 _____	20 _____
69 _____	15 _____	7 _____	12 _____	90 _____

When we say a date, we follow the following patterns:

1907 Nineteen oh seven, 2000 two thousand, 1900 nineteen hundreds, 2008 two thousand eight, 1985 nineteen eighty five, 2010 two thousand ten or twenty ten.

17 Write the following dates.

1972 _____	1968 _____
2019 _____	1999 _____
1917 _____	1872 _____
1810 _____	1986 _____
1994 _____	1806 _____
1938 _____	2018 _____

7. Question words

What...?	Where...?	Who...?	How old...?
A thing	A place	A person	Age

These question words have different uses. **Look at the examples.**

What's your name? My name is Rosa.	Where are you from? I am from Tierra Blanca.	Who is that person? He is my father.	How old are you? I am 35 years old.
What's this? It's an eraser.	How are you? I am fine.	How do you do? Fine, thank you.	What's your address? It's 32 Venustiano Street, Orizaba.

A. Look at the answers and write the appropriate questions.

- _____ ? My name is Armando.
- _____ ? It's 22 Altamirano Street, Veracruz.
- _____ ? I'm OK
- _____ ? I'm a chemist.
- _____ ? I'm 19 years old.
- _____ ? I'm from Catemaco.
- _____ ? It's a computer.
- _____ ? She's my mom.
- _____ ? Fine, thank you.
- _____ ? My phone number is 271 278 34 53

B. Answer the questions about you.

- What's** your first name? _____
- Where** are you from? _____
- Who** is that person? _____
- How old** are you? _____
- What's** this? _____
- How** are you? _____
- How** do you do? _____
- What's** your address? _____
- What's** your phone number? _____
- What's** your last name? _____
- How** do you spell your name? _____
- How's** it going? _____
- What's** your full name? _____

8. Imperatives

We use imperatives to give instructions in the classroom. Some imperatives are affirmative and other imperatives are negatives.

Answer the questions.	<u>Affirmative imperatives</u> Choose the correct answers.	Circle the correct answer.
------------------------------	---	----------------------------

Don't work by yourself. Work in groups.	<u>Negative imperatives</u> Don't open your book.	Don't close your books.
--	--	-------------------------

A. Match the opposites.

- | | |
|------------------------|---------------------------|
| 1. close your book | () pull |
| 2. sit down | () answer the questions |
| 3. speak louder | () work in groups |
| 4. work by yourself | () stand up |
| 5. leave the classroom | () speak softly |
| 6. teach | () fail |
| 7. arrive early | () stay in the classroom |
| 8. push | () leave late |
| 9. make some questions | () learn |
| 10. pass | () open your book |

B. Write the negative imperatives. Use don't ...

1. Learn it by heart. _____
2. Work in groups. _____
3. Close your books. _____
4. Correct your sentences. _____
5. Turn to page 15. _____
6. Translate the questions. _____
7. Number the sentences. _____
8. Speak slowly. _____
9. Stand up. _____
10. Practice with a partner. _____

9. There is / there are

We use there is and there are to express existence.

Affirmative	Negative	Interrogative
There is a ...	There is not a...	Is there a ...? Yes, there is / No, there isn't.
There is an ...	There is not an...	Is there an...? Yes, there is / No, there isn't.
There are ...	There are not any...	Are there any...? Yes, there are / No, there aren't.

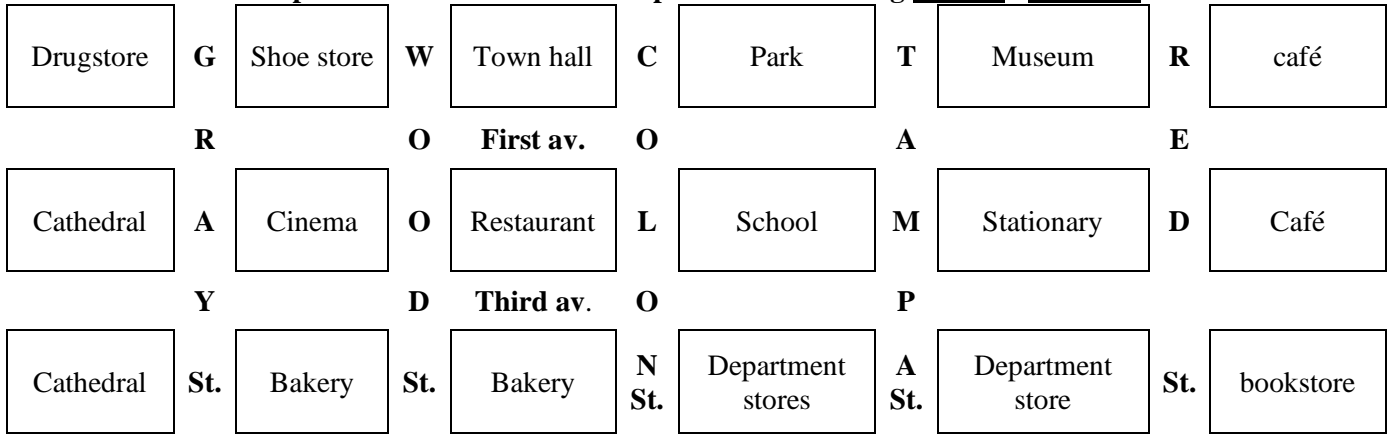
Examples: **There is** a bank downtown. **There are** schools in my hometown. **There isn't an** airport in Orizaba.
There aren't any internet cafes by my house. Is there a post office near here? No, there isn't.

A. Look at the prompts and write sentences with the correct form.

Example: There / not / bank / downtown. There isn't a bank downtown.

1. There / pizza shop / next to / house.
2. There / cafes in front of / aquarium.
3. There / not / museum across from / school.
4. there / Italian restaurant / behind / church / ?
5. there / Mexican restaurant / next to / cinema / ?
6. There / three / bus stops / Madero Street
7. there / shopping mall / next to / gas station / ?
8. There / not / convenience stores / next to / cinema.
9. There / churches / across from / shopping mall

B. Look at the map. Write sentences about the places in town using there is / there are.



Example: Drugstore / Gray St. There is a drugstore on Gray Street.

1. Bakeries / Third Avenue. _____
2. Café / across from / museum. _____
3. Stationary / between / café / school. _____
4. Drugstore / on the corner of / Gray St / 1st AV. _____
5. Museum / in front of / department store. _____
6. Cathedrals / Gray St. _____
7. Bookstore / Rojo St. _____
8. Town Hall / 1st Av _____

10. Simple present (Affirmative sentences)

affirmative			
I	play	He	plays
We	study	She	studies
You	have	It	has
They	go	She	goes

- With **I, we, you they**, the verb doesn't change.

Example:

My parents **have** a house downtown.

My sisters **play** cards at night.

Joe and Sebastian **study** English in the afternoon.

- With he, she, it, the verb changes. We add -s, -ies, -es.

Example: Betty **goes** to school in the morning. Susana **studies** Italian at her high school.

- We use **-es** after -sh, -ch, -ss, -zz, -o, -x.

Example: go- goes, wash- washes, watch- watches, buzz- buzzes, kiss- kisses, fix- fixes.

- We use **-ies** after consonant + y

Example: study- studies, carry- carries, try-tries.

- **But** we use **-s** after vowel + -y

Example: play- plays, stay- stays, pray- prays

The verb **have** changes to **has** with he, she it.

A. Order the following sentences.

1. morning / Paola / school / the / in / to / walks _____
2. cell phone / Javier / a / has / new _____
3. Pedro / cousins / lemon / and / drink / water / his _____
4. Puebla / Oscar / in / buys / his / clothes _____
5. work / P.M. / Jorge and Blanca / 7:00 / finish / at _____
6. Campeche / her / Edith / and / in / live / son _____
7. in / sells / the / Miguel / food / market _____
8. Lili / school / at / has / friend / a / new _____

B. Complete the sentences with the correct form of the verb.

- Martin and his girlfriend _____ (run) in the park.
- Benjamin _____ (drink) water every day.
- Nicolas _____ (take) the bus in the afternoon.
- Victoria and Emma _____ (wash) the laundry on weekends.
- Sofia _____ (teach) German at her school.
- Valentina _____ (go) to school on Saturdays.
- Diego and Luciana _____ (have) a wonderful family
- Camila _____ (write) poems on vacation.
- Lucas _____ (stay) in a hotel on weekdays.
- Luciana _____ (have) a yellow car.

11. Simple present (Affirmative/negative sentences)

Affirmative	Negative
I play	I do not play
we study	we do not study
you have	you do not have
they go	they do not go
he plays	he do not play
she studies	she do not study
it has goes	it do not have go

Do not = don't
Does not = doesn't

Maria **studies** English, but she **doesn't study** French.
Carmen **drinks** water, but she **doesn't drink** coffee.
They **go shopping** to Mexico, but they **don't go** shopping to Puebla.

A. Look at the chart and complete the sentences.

Do you ...?	Peter	Bill and Betty	Ann	Bob and Carol
Watch TV	Yes	No	No	Yes
Have a sister	No	Yes	Yes	No
Study French	Yes	Yes	No	No
Play video games	No	No	Yes	Yes

- Peter _____ TV, but Ann _____ TV.
- Bill and Betty _____ TV, but Bob and Carol _____ TV.
- Peter _____ a sister, but Ann _____ a sister.
- Bill and Betty _____ a sister, but Bob and Carol _____ a sister.
- Peter _____ French, but Ann _____ French.
- Bill and Betty _____ French, but Bob and Carol _____ French.
- Peter _____ video games, but Ann _____ video games.
- Bill and Betty _____ video games, but Bob and Carol _____ video games.

B. Complete the following information about Mario and his family.

He wakes up very early at 5:30. Then he (1) _____ (take) a shower at 6:00. He (2) _____ (not-have breakfast) at home. He (3) _____ (have) breakfast at school at about 10:00. After breakfast he (4) _____ (go) to the library and (5) _____ (read) some articles about his major. He (6) _____ (study) Law. He (7) _____ (be) in third semester. He sometimes (8) _____ (understand) some law concepts, but he studies every day. He (9) _____ (be) a hardworking student. After school he (10) _____ (not - go) home because he has soccer practice. He is a soccer player. He (11) _____ (practice) on Mondays, Wednesdays and Fridays. When he (12) _____ (get) home, he is tired. He takes a shower and (13) _____ (cook) dinner. At about 8:00 he (14) _____ (do) homework and goes to bed early because his next day is very busy.

C. Complete the sentences with the correct form of the verb. Use one verb from the chart.

have	travel	play	eat	listen	wash	live	live	write
------	--------	------	-----	--------	------	------	------	-------

1. My mom _____ two brothers and two sisters.
2. Jose _____ in Orizaba. He _____ in Fortin.
3. Clemente _____ to music in the morning.
4. Does Alejandro _____ in restaurants?
5. Petra _____ her laundry on Sundays.
6. Maria usually _____ love letters when she is inspired.
7. My sister and her husband usually _____ to different countries on vacation.
8. Edith always _____ the piano in the afternoons.

D. Write the he / she form

1. We have a sport car. He _____.
2. You play baseball on Saturday. She _____.
3. I work from Monday to Friday. He _____.
4. They run in a park every day. She _____.
5. Oscar and Jorge live in Yanga. He _____.
6. I wash my dogs on Saturdays. He _____.
7. You watch action movies on TV. She _____.
8. We study English and French at 5:00. He _____.

12. Simple present (Interrogative sentences)

Interrogative		
What	I	have ...?
Where	we	go ...?
Who	do you	study ...?
When	they	play ...?
What time		drink ...?
How often	he	run ...?
How long	does she	watch ...?
Why	it	write ...?

We have two kinds of questions. Yes / no questions and -wh questions (questions to get specific information). Example:

Do you like apples? Yes, I **do**.

Do you run in the morning? No, I **don't**.

Does your mom watch series? Yes, she **does**.

Does your best friend study? No, he **doesn't**.

Where **do you live**? I **live** in Fortin de las Flores.

What **does your brother do**? He **is** an engineer.

Where **does Benjamin work**? He **works** at a school.

A. Complete the questions with does or do. Then answer the questions with the correct form of the verb.

1. _____ you play soccer? Yes, I _____ (play) soccer.
2. _____ you and your friends play soccer? No, we _____ (play) soccer.
3. _____ your father study English? No, he _____ (study) English.
4. _____ your brother study English? Yes, he _____ (study) English.
5. _____ your parents cook pasta? Yes, they _____ (cook) pasta.
6. _____ your cousin cook pasta? No, he _____ (cook) pasta.
7. _____ your mother do exercise? Yes, she _____ (do) exercise.
8. _____ your sister do exercise? No, she _____ (do) exercise.

B. Write the appropriate question.

Emily: (1) _____?

Pablo: My best friend's name is Tere.

Emily: (2) _____?

Pablo: She is 37 years old.

Emily: (3) _____?

Pablo: She lives in Mexicali.

Emily: (4) _____?

Pablo: She lives with his sister Bere.

Emily: (5) _____?

Pablo: She is a nurse.

Emily: (6) _____?

Pablo: She works at IMSS.

Emily: (7) _____?

Pablo: Yes, she does. Her job is her passion.

Emily: (8) _____?

Pablo: No, she isn't. She is single.

Emily: OK. I have a class in 5 minutes. See you later.

Pablo: Sure. I have a class, too.

13. Prepositions of time

We use **in** for parts of the day, months, years, seasons of the year. Example: **in** January, **in** March, **in** September, **in** the morning, **in** the afternoon, **in** the evening, **in** 1986, **in** 1968, **in** spring, **in** summer, **in** autumn / fall, **in** winter, **in** June.

We use **on** for days of the week, dates, the weekend. Example: **on** May 5th, **on** Monday, **on** Saturday, **on** December 24th, **on** September 16th, **on** January 1st, **on** Wednesday, **on** the weekend, **on** November 2nd, **on** weekdays.

We use **at** for times, midnight, noon, night. Example: **at** 3:00 o'clock, **at** noon, **at** midnight, **at** 5:30, **at** night, **at** 8:35.

A. Complete the sentences with in, on, at.

1. I usually wake up at 6:00 A.M.
2. My mom works _____ the morning.
3. Peter never studies _____ night.
4. Armando does exercise _____ the weekend.
5. Josefina cooks for her family _____ 2:00 P.M.
6. Olivia drinks water _____ the afternoon.
7. My father's best friend always travels _____ midnight.
8. My teacher takes a nap _____ 5:00 PM.
9. My friends and I sometimes take the bus _____ noon.
10. I always clean my house _____ weekdays.

B. Complete the following information about November 2nd in Orizaba. Use in, on, at.

People in Orizaba celebrate The Day of Death (1) _____ November 1st and 2nd in different ways. Some people set up an altar with fruit and food. They wake up early (2) _____ the morning and go to their favorite market or street markets to buy what they need for the altar. According to the tradition, they say good bye to their spirits (3) _____ noon. Then they usually have a family reunion to eat the food. Other people go to their local graveyard. Some people go to the graveyard (4) _____ the morning. Some other people go (5) _____ the afternoon. In the graveyard, they pray, they sing and they eat. Some people say memories or anecdotes. (6) _____ November, people really remember people who unfortunately died. Some people go to the graveyard (7) _____ 3:00 or 4:00. After they eat what it was on the altar.

14. Simple present: short answers

	I	play soccer on Saturday? Yes, I do / No, I don't.
Do	we	have breakfast together? Yes, you do / No, you don't.
	you	work on weekends? Yes, I do / No, I don't.
	they	usually go out on Friday nights? Yes, they do / No, they don't.
	he	have coffee for breakfast? Yes, he does / No, he doesn't.
Does	she	do exercise in the morning? Yes she does / No, she doesn't.
	it	run in the yard? Yes, It does / No, It doesn't.

Example:

Does your father usually travel on weekends to Puebla? **Yes, he does.**

Do your parents celebrate their wedding anniversary? **Yes, they do.**

A. Unscramble the words to form questions.

1. your /does /video /best /play /games /friend? _____
2. special /pasta /your /does /cook /mom /for /occasions? _____
3. do /together /TV /and /parents /watch /you /your? _____
4. celebrate /Mexico /do /Halloween /people /in? _____
5. do /with /sauce /like /tacos /you /eat? _____
6. Sunday /read /newspaper /father /on /your /the /morning /does? _____
7. to /do /listen /at /you /nights /music? _____
8. hometown /it /in /your /does /a lot /rain? _____

B. Answer the previous questions with your own information. Use short answers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

C. Complete the conversation with a word from the box.

videos	doesn't	dances	watches	salsa	really	do	tomorrow	does	don't
--------	---------	--------	---------	-------	--------	----	----------	------	-------

Adolfo: Does your sister dance salsa?

Susi: Yes, she (1) _____. She (2) _____ very well.

Adolfo: Does she practice in an academy?

Susi: No, she (3) _____. She (4) _____ videos on the internet.

Adolfo: And what about you? Do you dance (5) _____, too?

Susi: No, I (6) _____ know how to dance. I want to learn.

Adolfo: (7) _____? I don't know how to dance salsa either.

Susi: Let's watch some (8) _____ to practice for the next party.

Adolfo: Yes, let's practice. (9) _____ you have free time in the afternoons?

Susi: Yes, I do. At five is OK for me. See you at 5:00 in my house.

Adolfo: Sure. See you (10) _____.

15. Adverbs of frequency

Adverbs of frequency express how often we do things. **They are usually used them before the main verb.**

I **always** go to school in the morning. My sister **usually** has breakfast at 9: AM. My brother **never** eats meat.

Sometimes can go at the beginning of the sentence.

Sometimes I go to play soccer. I **sometimes** go to play soccer.

A. Write the adverb of frequency in the correct order.

1. My wife walks in a park by our house. (always) My wife always walks in a park by our house.
2. Marcos does his homework at night. (usually) _____
3. Beatriz cooks pasta for her family. (sometimes) _____
4. Jose trains soccer in the afternoon. (never) _____
5. A vegan eats vegetables. (usually) _____
6. Maria goes to Puebla on her vacation. (always) _____
7. Ana and Gonzalo drink coffee in the morning. (often) _____

B. Answer the following questions. Use the information in parenthesis.

1. How often do you listen to music? (always) I always listen to music.
2. How often does your best friend give you a birthday card? (always) _____
3. How often do your parents travel on vacation? (often) _____
4. How often do you eat broccoli? (never) _____
5. How often do you watch horror movies? (sometimes) _____
6. How often does your English teacher speak Spanish in class? (never) _____
7. How often does your father do exercise? (usually) _____
8. How often do you speak English with friends? (never) _____

16. Present continuous

We use the present continuous to talk about an action that is happening at the moment of speaking.

Example: I **am taking** an English class now. My sister **is having** breakfast at the moment. We **are singing** right now.

Affirmative		Negative		Yes/ no questions	
I am		I am not		Am	I
he is		he			he
she is	wearing shoes now.	she is not		Is	she
it is		it	wearing shoes now.		it wearing shoes now?
we are		we			we
they are		you are not		Are	you
		they			they

We add -ing to most verbs. Example: walk– walking, drink– drinking, sleep– sleeping, eat – eating, jump – jumping.

When the verb ends with an -e, we drop the -e and add -ing. Example: Dance– dancing, come– coming, live– living.

When the verb ends with -y, we just add -ing. Example: study– studying, play– playing, carry– carrying.

When the verb has one syllable, and it has a vowel + a consonant, we double the last consonant and then -ing.

Example: sit– sitting, run– running, put– putting.

A. Write the -ing form.

travel _____	go _____	copy _____	type _____
read _____	watch _____	listen _____	write _____
use _____	open _____	close _____	sell _____
collect _____	buy _____	Get _____	swim _____

B. Look at the prompts and write complete sentences.

Example: He / drink / coffee now He is drinking coffee now.

1. They / not / run / park _____
2. We / swim / right now _____
3. students / do / an activity now _____
4. your mom / cook / a Mexican dish now? _____
5. Sara / not / travel / at the moment _____
6. Miguel / take a nap / at present _____
7. Lili / read / an interesting book? _____

C. Answer the following questions using long answers. Use the information in parenthesis.

Example: What are you doing? (listen to music). I am listening to music.

1. What are you reading? (read a book). _____
2. What are you talking about? (talk about religion). _____
3. Who are you eating with? (eat / with my classmates). _____
4. Who are you talking to? (my girlfriend). _____
5. Where are you going? (to the movies). _____
6. Where are you coming from? (from the bank). _____

17. Like and love

We use like and love with activities, nouns, sports. Look at the chart.

Affirmative				Negative				Yes/no questions			
I		swimming		I		swimming			I	swimming?	
you	like			you	do not			Do	you		
we	love	soccer		we	(don't)	like	soccer		we	like	soccer?
they				they					they		
		drinking				drinking				drinking	
he	likes	coffee		he	does not	love	coffee	Does	he	love	coffee?
she	loves			she	(doesn't)				she		
it				it					it	coffee?	

A. Write sentences with like or love. Use the information in parenthesis and words if necessary.

Examples: (She / like / swim) She likes swimming. (They / love / go out together) They love going out together.

1. (Felipe / like / visit / friends) _____
2. (Edith / love / cook / Mexican dishes) _____
3. (Pedro and Betty / not / like / watch series) _____
4. (Clemente / like do exercise / ?) _____
5. (you / like / collect shells / ?) _____
6. (your dog / not / like / eat /vegetables) _____
7. (Juan and I / love / play soccer / Sunday) _____
8. (Graciela / love / make coffee / ?) _____
9. (my friends / not / like watch horror movies) _____

B. Write sentences using the information in the box.

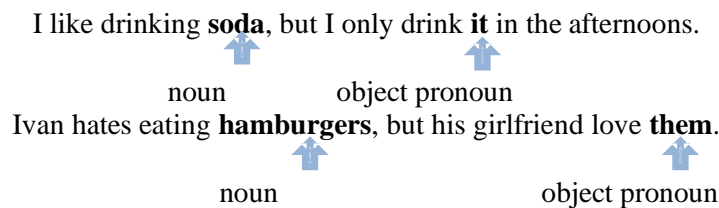
	Felipa	Carlos	Angelica	Joseph	Jenifer
1 Like playing ping – pong	✓		✓		
2 Love going for a walk		✓		✓	✓

- Felipa _____
- Angelica _____
- Carlos _____
- Joseph _____
- Sebastian _____
- Jenifer _____

18. Likes and preferences

We use like, love, hate, dislike, *or* don't like, doesn't like + -ing + (recreational activities, hobbies, some sports).
 Example: I like **running**. My dad likes **jogging** in the morning. Betty hates **watching** horror movies.
 Adolfo dislike **doing** yoga. My sister doesn't like **eating** in restaurants. Barbara loves **going** out with friends.
 We use like, love, hate, dislike *or* don't like, doesn't like + noun or object pronoun.

Examples:



A. Answer the questions. Use –ing if necessary and an object pronoun.

Example:

Do you like **running**? (run) Yes, I like **it**. / No, I don't like **it**.

- Does your mom like _____? (swim) Yes, _____
- Do you like _____ to the gym? (go) Yes, _____
- Do you like your evening classes? No, _____
- Does your best friend like _____ coffee? (drink) Yes, _____
- Do you like _____ video games? (play) Yes, _____
- Does your teacher like _____ salsa? (dance) Yes, _____
- Do you like _____ to music? (listen) Yes, _____
- Do you like your hometown? No, _____
- Do you like red apples? Yes, _____
- Do you like _____? (cycle) No, _____

B. Answer the following questions. Use long forms.

Example: What's your favorite video game? My favorite video game is Gears of War.

- What's your favorite fruit? _____
- What's your favorite Mexican dish? _____
- What's your favorite food? _____
- What's your favorite music? _____
- What's your favorite song? _____
- What's your favorite dessert? _____
- What's your favorite tradition in Mexico? _____
- What's your favorite city in Mexico? _____
- What's your favorite sport? _____

19. We use have + nouns (singular or plural).

Affirmative			Negative			Interrogative		
I		a brother	I		a brother	I		a brother?
you	have	a house	You	do not	a house	Do	you	a house?
we		two sons	We	(don't)	two sons		we	two sons?
they		a car	They	have	a car		they	a car?
he		an apple	He		an apple		he	an apple?
she	has	a computer	She	does not	a computer	Does	she	a computer?
it			it	(doesn't)			it	

Examples:

I have **a brother**. I have **two brothers**. I have **a sister**. I have **three sisters**. I have **two children**.

My sister has **a house**. My mother has **a family**. Eliseo has **a computer**. Concepción has **a job**.

A. Look at the chart and write sentences with the correct form of have.

	Antonio	Gilberto	Nicolas and Susana	Luis and Fátima
A. a house	✓	X	✓	X
B. a car	X	✓	X	✓
C. computer	X	✓	✓	X
D. a bother	✓	X	X	✓

A.

1. Antonio *has a house*.
2. Gilberto _____.
3. Nicolas and Susana _____.
4. Luis and Fátima _____.

B.

1. Antonio _____.
2. Gilberto _____.
3. Nicolas and Susana _____.
4. Luis and Fátima _____.

C.

1. Antonio _____.
2. Gilberto _____.
3. Nicolas and Susana _____.
4. Luis and Fátima _____.

D.

1. Antonio _____.
2. Gilberto _____.
3. Nicolas and Susana _____.
4. Luis and Fátima _____.

B. Write the correct question with the correct form of have and short answers.

1. Antonio / a car? Does Antonio have a car? No, he doesn't.
2. Nicolas and Susana / a house? _____.
3. Gilberto / a brother? _____.
4. Luis and Fátima / a computer? _____.
5. Antonio / a computer? _____.
6. Gilberto / a car? _____.
7. Nicolas and Susana / a brother? _____.
8. Luis and Fátima / a house? _____.

20. We use be + adjective + nouns (singular or plural)

Affirmative			Negative			Yes/no questions		
I	am	intelligent enthusiastic	I	am not	intelligent enthusiastic	Am	I	intelligent enthusiastic
we		independent	we	are not	independent		we	independent
you	are	handsome	you	aren't	handsome	Are	you	handsome
they		clever	they		clever		they	clever
he		jealous	he		jealous		he	jealous
she	is	hardworking	she	is not isn't	hardworking	Is	she	hardworking
it			it				it	

We sometimes use the verb be + an adjective.

Example:

My father **is intelligent**. **Is** your best friend **enthusiastic**? **Are** you **hardworking**? **I am independent**.

A. Order the sentences.

- intelligent / father / is / my. _____
- friends / hardworking / my / are. _____
- you / are / jealous / ? _____
- is / clever / father / your / ? _____
- not / mom / is / my / grumpy _____
- selfish / your / friend / best / is / ? _____
- and / Esteban / I / are / moody / not _____
- and / careless / Jorge / Josefina / are _____
- friend / is / stubborn / your / best / ? _____
- your / are / spontaneous / parents / ? _____

B. Look at the charts and write information about your family members.

brother	sister	child	children	angry	brave	careful	clever	dynamic
cousin	father	mother	husband	enthusiastic	extroverted	friendly	funny	generous
wife	kid(s)	parents	son	happy	impatient	independent	patient	punctual
daughter				intelligent	romantic	timid	spontaneous	calm

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

21. Personality

To ask about people's personality we use the question: **What ...like?**

Example:

A: What are you like? A: What is your mom like? A: What are your parents like? A: What is your cousin like?
 B: I am shy. B: She is hardworking. B: They are patient. B: He is smart.

A. Look at the vocabulary about personality. Write a + if the adjective is positive. Write a – if the adjective is negative.

angry	–
brave	
calm	
careful	
careless	
changeable	
clever	
dynamic	
enthusiastic	
extroverted	

independent
intelligent
jealous
moody
outgoing
patient
punctual
romantic
selfish
shy

happy
grumpy
hardworking
impatient
generous
funny
stubborn
friendly
spontaneous
talkative

B. Answer the following questions about personality. You can use different adjectives in the answers.

1. What's your mom like? _____.
2. What's your dad like? _____.
3. What are your friends like? _____.
4. What are you like? _____.
5. What's your grandmother like? _____.
6. What's your best friend like? _____.
7. What's your favorite cousin like? _____.

C. Answer the following questions with short answers.

1. Are you selfish? _____.
2. Is your mom hardworking? _____.
3. Is your best friend talkative? _____.
4. Are you dynamic? _____.
5. Are your friends punctual? _____.
6. Is your family angry? _____.
7. Are you spontaneous? _____.
8. Is your mom romantic? _____.
9. Is your best friend extroverted? _____.
10. Are you careless? _____.

22. Possessive adjectives

Possessive adjectives indicate possession.

Look at the examples:

I	My	I like my house.
You	Your	You like your house.
We	Our	We like our house.
They	Their	They like their house.
He	His	She likes her house.
She	Her	He likes his house.
It	Its	It likes its house.

A. Look at the information and write sentences about Luis, Serena Andres and Irani using possessive adjectives.

First name	Luis
Middle name	Alberto
Last name	Altamirano
Cell phone number	271 56074

1.
2.
3.
4.

First name	Ana
Middle name	Maria
Last name	Ledezma
Cell phone number	272 1052020

1.
2.
3.
4.

First names	Andres and Irani
Middle names	Arturo and Melisa
Last names	Carbajal and Antunez
Phone number	270 72 47065

1.
2.
3.
4.

B. Underline the correct answer.

- Pedro has a cat. Its / Their / Our name is Misifus.
- My sister is a veterinarian. His / My / Her job is very interesting.
- Pablo is from Rio Blanco. Their / Her / His favorite place is the park.
- Lilia and Alejandra are excellent friends. Their / Her / His last names are Hernández and Jimenez.
- Armando, Estela, and I live in an apartment. Our / Their / Your apartment is downtown.
- A: Your / Our / Their name is Zenón, right? B: Yes, that is correct.
- A: What's her / his / your name? B: it's Sandra.
- A: This pen is mine. B: No, it isn't. this is their / your / my pen.
- A: Where is my cell phone? B: Her / Your / My cell phone is in the kitchen.
- My brother is in Guadalajara. His / Her / Our children are really nice.
- My grandmother is from Chiapas. His / Her / Their children are from Mexico City.
- Carlos and Perla are my grandparents. Our / Their / Your last names are Iñiguez and Juarez.

C. Answer the following questions. Use my, your, his, her, our, their and the information in parenthesis.

Example: What is your name? My name is Juan. (Juan)

- What are your names? _____ (Moises and Clemente)
- What are their names? _____ (Bibiana and Lorena)
- What's her name? _____ (Alejandra)
- What's his name? _____ (Rosendo)
- What's its name? _____ (Balin)
- What's my name? _____ (Roberto)
- What's her name? _____ (Rosalba)
- What's his name? _____ (Ricardo)
- What are their names? _____ (America and Victoria)

D. Read the following, then fill the gaps with the correct possessive adjective.

I have a great family. **My** father is friendly. **His** name is David. My mother is friendly, too. **Her** name is Guillermina. I have two brothers. **Their** names are Gonzalo and Miguel. We have a house. **Our** house is big. **Its** windows are brown. And **your** family?

I have a great family. _____ mother is beautiful. _____ name is Felipa. My father is handsome. _____ name is Omar. I have a sister. _____ name is Yutsi. I have two brothers. _____ names are Ivan and Adrian. We have a pet. _____ pet is cat. _____ name is Kiara. We also have two dogs. _____ names are Shatten and Toy.

23. Can for abilities

Affirmative/Negative		Yes/no questions	
I	draw faces	I	draw faces? Yes, you can / No, you can't
We	dance salsa	we	dance salsa? Yes, you can / No, you can't
You	can/ do aerobics	you	do aerobics? Yes, I can / No, I can't
They	can't play soccer	Can they	play soccer? Yes, they can / No, they can't
He	ride a bike	he	ride a bike? Yes, he can / No, he can't
She	run fast	she	run fast? Yes, she can / No, she can't
it	roller skate	it	roller skate ? Yes, it can / No, it can't

Can is a modal verb. Modal verbs never change. The verb that follows can is always in simple form.

Example:

My sister **can cook** delicious cakes. My brother **can do** yoga. My friend **can't lift** weights. **Can you run** fast?

A. Look at the chart. Write sentences with can / can't.

Can ...?	Ulises	Josefa	Ivan
1 ride a horse	✓	X	✓
2 do aerobics	X	✓	X
3 play tennis	✓	X	✓
4 read a map	X	✓	✓

- Ulises _____ a horse.
- Josefa _____ a horse.
- Iván _____ a horse, too.
- Ulises _____ aerobics.
- Josefa _____ aerobics.
- Ivan _____ aerobics.
- Ulises _____ play tennis.
- Josefa _____ play tennis.
- Ivan _____ play tennis.
- Ulises _____ read a map.
- Josefa _____ read a map.
- Ivan _____ read a map.

B. Answer the questions with information in the chart. Use short answer.

- Can Josefa ride a horse? _____
- Can Ivan do aerobics? _____
- Can Ulises read a map? _____
- Can Ivan play tennis? _____
- Can Josefa do aerobics? _____
- Can Ulises ride a horse? _____
- Can Ivan do aerobics? _____
- Can Josefa read a map? _____

Cultural supplement

This section will help you practice reading and listening skills while you find out some interesting cultural facts. You can also learn new vocabulary with the list of words each reading includes. Each text has its audio recording. Contributors' biodata is also included.

Enjoy this section!

Suplemento cultural

Esta sección te ayudará a practicar las habilidades de comprensión lectora y auditiva mientras descubres aspectos culturales. También puedes aprender vocabulario con la lista de palabras que se incluye.

Cada lectura está acompañada del audio del texto. Al final se comparte la biodata de los colaboradores de esta sección.

¡Disfruta esta sección!

San Cristóbal de las Casas, Chiapas

By Carlos Daniel Torres Zeferino¹

This city is almost always cold, but in spring it's cool. *Living there* can be expensive or cheap. There are expensive *hostels*, restaurants and *handcraft shops* in touristic areas and downtown but you can find cheap options in the suburbs and around the city. National e international tourists visit San Cristobal annually so *citizens* are used to interact with tourists.

It's important to say that San Cristobal de las Casa is a very strategic place for selling and buying organic products and *handcrafts*. Tsetales and Tzotziles sells their organic products and handcrafts there.

In a crowded area, you can recognize *indigenous people* easily because they speak their *native language* and wear their traditional clothes.

In this city, there's one of the five places called "Caracoles" (snails). These are places for the group called 'EZLN' (Ejercito Zapatista de Liberación Nacional). This group is an association of indigenous people.

Social Science school of Universidad Autónoma de Chiapas (UNACH) is in San Cristobal de las Casas, too.



Vocabulary

living there- vivir allí
hostels- albergues
handcraft shops- tiendas de artesanías
citizens- habitantes
are used to- están acostumbrados a
handcrafts- artesanías
indigenous people.-pueblos originarios
native language-lengua materna

¹ (Texto creado con la información proporcionada por Carlos Daniel). Mi nombre es Carlos Daniel Torres Zeferino, estudié la licenciatura en Gestión Intercultural para el Desarrollo, en la Universidad Veracruzana Intercultural, sede Las Selvas. El motivo de mi viaje fue hacer una estancia académica semestral. Puedo decir que la estancia en la UNACH campus III fue de gran utilidad para mi formación académica como personal, pues estar alejado por algunos meses de mi lugar de origen me hizo reflexionar sobre las responsabilidades que tiene que asumir cada persona. En lo académico fortalecí los conocimientos y me ayudaron a estructurar de una mejor manera mi proyecto de investigación.

Mérida, Yucatán

By Viridiana Vela²

Yucatán is a Mexican state with a lot of cultural and natural *wealth*. In this state, there are many ‘cenotes. Some ‘cenotes’ are dark and *deep*, others are bright and *shallow*. They have cold and clear water. There are many archeological zones too. Chichén Itzá and Uxmal are the biggest and most famous archeological ones. You can visit these archaeological zones especially on Sundays because that day you can show your student ID card and your access is free. ‘El Paseo Montejo’ is an important boulevard in Merida. There, you can admire the colonial architecture and visit the museums. Downtown you can see many women speaking Maya and wearing ‘huipil’ and sandals. ‘Huipil’ is the typical clothing for women in Yucatan.

The central park’s name is ‘Plaza Grande’. There are cultural events at ‘Plaza Grande’ every Sunday. Examples of these events are regional dances. There are stores of clothes, *handcrafts*, shoes and typical Mayan food in this plaza too. The Cathedral is next to the central park. There’s a projection about the city’s history on the cathedral walls on Friday nights. There’s a museum and a cultural center next to ‘Plaza Grande’. The cultural center’s name is “El Olimpo”. You can see movies at “El Olimpo” on weekends.

In Merida there are some typical *dishes*, too. Examples of these dishes are ‘cochinita pibil’, ‘panuchos’, ‘salbutes’, ‘papadzules’, ‘poc chuc’, beans with pork, *stuffed cheese* and *lime soup*. A *curious fact* is that some dishes are only served on certain days of the week. For example, you can eat ‘cochinita pibil’ only on Sundays and you can have beans with pork only on Mondays.



Vocabulary

wealth- riqueza
deep- profundos
shallow- superficiales
handcrafts- artesanías
dishes- platillos
stuffed cheese- queso relleno
lime soup- sopa de lima
curious fact- hecho curioso

² (Texto creado con la información proporcionada por Viridiana). Mi nombre es Viridiana Vela, soy egresada de la carrera de Ingeniería en Biotecnología. El motivo del viaje fue como un reto personal, para aprender más sobre mi carrera, tener un panorama sobre el campo laboral en otros lugares y conocer nuevas personas y una cultura diferente. Esta movilidad contribuyó a darme cuenta de lo bien que nos enseñan los profesores de la Universidad Veracruzana, así como lo bien que he aprendido de ellos, al mismo tiempo me ayudó a crecer como persona y estudiante, es decir, ser más independiente y autónoma, cumplió con abrirme el panorama de competencia laboral y dónde puedo trabajar; finalmente, conocí personas admirables que me dieron su amistad, así que recomiendo ampliamente realizar una movilidad, tanto nacional como internacional.

Carballiño, Spain

By Patricia Martínez Moreno³

The reason to travel to this city of Spain is that my son, a high school student, made a 2-month *academic stay*. We traveled to the City of Bordeaux, France as part of a French-language immersion program. The family that *hosted* my son received us at the airport.

My husband and I *traveled* to Spain. We **stayed** for two months in Spain because we *waited* for our son there. We visited the town of Carballiño. We *traveled* by train. It's important to say that people usually travel by train there.

Carballiño is a small and picturesque place. It is always cold and windy. People speak Spanish and Galician. The majority of *citizens* are elderly people. They are honest and they always respect the rules.

Carballiño is a quiet, peaceful and beautiful town. It doesn't have shopping centers or plazas, cinemas or *playhouses*. Carballiño has a large church named "Veracruz", it is really beautiful.

In Carballiño, you can drink wine and water. You can eat seafood, especially octopus. Lunch time is from 2:00 pm to 4:00 pm and after that time there is no service in restaurants, even at night. In some restaurants, there's no food service, they only offer drinks. By the way, in Carballiño they prepare "cañas". It's a typical tasty dessert.



Vocabulary

made- hizo
academic stay-estancia académica
traveled-viajamos
hosted-dio alojamiento
received us- nos recibió
stayed- permanecimos
waited- esperamos
citizens- ciudadanos
playhouses- teatros

³ (Texto creado con la información proporcionada por Patricia). Soy Patricia Martínez Moreno docente en la Facultad de Contaduría y Administración Coatzacoalcos de la Licenciatura en Ingeniería de Software. El motivo del viaje fue personal, toda vez que a mi hijo adolescente de 15 años aplicó para un programa de inmersión al francés, el cual consistía en instalarse por dos meses en casa de un compañero "hermano" de su clase de nivel secundaria y así practicar, tanto en la escuela como en casa, el francés. Fue un gran aprendizaje para mi hijo, pero no sólo porque mejoró en el francés, aunque la realidad es que al término de la estancia ya no hablaba español sino sólo francés; sino porque aprendió a comer otras verduras, tuvo la oportunidad de cosecharlas (la casa tenía huerto), se trasladaba solo con su "hermano" en metro, tren vía, bus y también en bicicleta, entre otros temas culturales de Burdeos Francia. ¡Una gran vivencia! Como mi estancia en Carballiño España.

Cartagena de Indias, Colombia

By Ángel Antonio Fernández Montiel⁴

Cartagena de Indias is a Colombian city. It's located in the Caribbean region of the Atlantic Ocean. Many tourists visit this city annually. It is also one of the most famous cities because of the conservation of its Caribbean architectonic *heritage*. Its weather is very hot and similar to the costal weather in Veracruz. Although for its location, very close to the equator, there is no temperature variation throughout the year. Its port is one of the *busiest* for importing and exporting a great variety of products.

This city has a significant population of Afro descendants. They have cultural manifestations similar to people from Veracruz and form other cities of the Caribbean region such as Havana and San Juan. People's favorite kinds of music are salsa and vallenato. Vallenato is the traditional folk music of a very close city called Valledupar.

The extraordinary Latin American writer Gabriel Garcia Marquez *lived* in Cartagena de Indias and *had close links* with this city throughout his entire life. His house is inside the city's *walled* area and it's an important attraction for tourists.

In Cartagena de Indias there is a plaza. It's name is Santo Domingo. This plaza has a *masterpiece* of another *well-known* artist, *sculptor* and painter called Fernando Botero. His *artwork* called "Gertrudis" is in front of Santo Domingo church.



Vocabulary

heritage- patrimonio
busiest- de mayor actividad
lived--vivió
had- tuvo
close links- estrechos vínculos
walled—amurallada
masterpiece- obra maestra
well-known- reconocido
sculptor- escultor
artwork- obra

⁴ (Texto creado con la información proporcionada por Ángel Antonio). Ángel Antonio Fernández Montiel, Coordinador de Cooperación Académica de la Dirección General de Relaciones Internacionales. Cartagena es una ciudad que he tenido la oportunidad de visitar varias veces, desde el año 2005. Siempre ha sido por motivos académicos, ya sea para reuniones de proyectos o de organizaciones de educación superior internacionales, o para ofrecer conferencias, talleres y asesorías sobre temas de internacionalización del currículo.

Siempre ha sido una ciudad que me impresiona mucho por su afinidad con la cultura de Veracruz, particularmente del puerto de Veracruz. También es una ciudad de muchos contrastes, pues tiene una actividad turística muy importante, la oferta de hospedaje es muy amplia y variada, un puerto con gran actividad comercial y, en contraste, tiene zonas de muy alta marginación, con problemas de violencia, narcotráfico y profundos problemas de género. Las personas son muy amables, alegres y particularmente atentos con los mexicanos. Existe una gran afinidad entre ambas culturas.

My days in Cordoba, Spain

Luz Edith Herrera Díaz⁵

Córdoba is a beautiful city in the south of the Andalucía region in Spain. There are notable pieces of Moorish Architecture and some Roman relics which are part of the UNESCO World Heritage. The Cathedral-Mosque is a clear example of the combination of the Muslim and Christian religions. It is an amazing building with many columns and Byzantine mosaics. When you are in the prayer hall, you feel transported to an Islamic place. The towers 'la Calahorra' and 'la Malmuerta' are definitely Mudejares (Muslim), while the churches 'Magdalena' and 'San Pablo' are Romanesque (Christian). The whole city is a marvelous mixture of architecture and culture.

The food is delightful; the typical 'salmorejo' is like a cold soup made of tomatoes, olive oil and bread. The 'flamenquín' is made of pork meat and Serrano ham fried in olive oil. I can say that olive oil is a common ingredient for many dishes, and it contributes to their quality and delicious flavor.

The people are very nice, friendly and talkative; it is easy to make friends with them. I sometimes compare them to the people from Alvarado, Veracruz, because they speak with a special intonation and funny words.

The climate is also similar to the hot weather in Veracruz (Coatzacoalcos, Poza Rica, Veracruz-Boca del Río), but not as humid; the temperature sometimes goes up to 38°C. I recommend this city to spend wonderful holidays.

Vocabulary

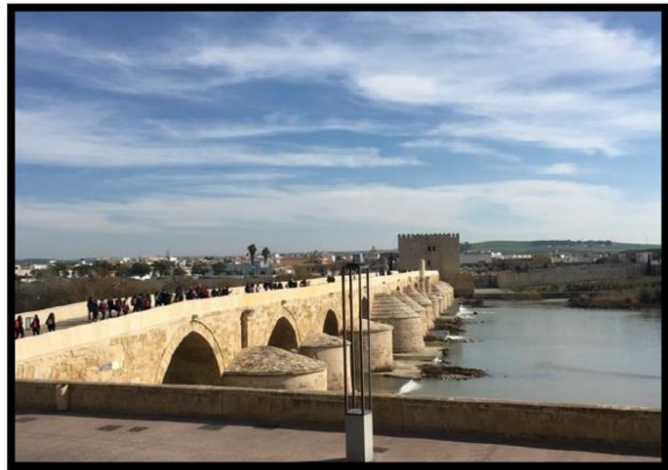
went-fui

a little bit late- un poco más tarde

cider- sidra

although- aunque

tap-grifo



⁵ (Texto creado por Luz Edith). Luz Edith Herrera Díaz es Doctora en Lingüística Aplicada (PhD in Language Studies), Kent University, UK. Estudió la Maestría en Educación y se graduó de la Licenciatura en Enseñanza del Inglés a parlantes de otras lenguas (BA TESOL), Canterbury Christ Church University, UK. Es académica en el Centro de Idiomas y Autoacceso-Veracruz, y en el Doctorado en Sistemas y Ambientes Educativos de la UV. Edith viajó a España por invitación de la Universidad de Córdoba como jurado del examen profesional de una colega que se graduó como Doctora en Organización de Empresas y Economía Aplicada, con una tesis relativa al Turismo Idiomático. Además del trabajo académico, la Dra. Herrera tuvo la oportunidad de conocer los monumentos/edificios históricos de la ciudad de Córdoba, así como saborear la deliciosa comida que se prepara en aquella región.

Hastings, England

By Emily Librado Torres⁶

I went to Hastings, a town in the Southwest of England. The weather is pretty cold, especially in winter. Sometimes it snows but during the day the sun shines beautifully. People are very friendly and well educated. When you go to someplace, for example to a meeting, to school or you agree to meet someone you have to be very punctual. Buses are always punctual, too. Never be late. At 5:00 in the evening it seems very late because it gets dark very early. Almost all the stores close at this time (5:00) but in England, stores close a little bit late.

In London, there is more activity at night than in Hastings. In this town, it is common to spend some time with your friends at the pubs. Men and women can chat and drink beer. However, this beer is like our cider in Mexico. It doesn't have a lot of alcohol. Food is very delicious. Although they rarely eat meat or chicken. They usually eat vegetables, cold meat, cereal, eggs, bread, and pasta. For drinking, you can have coffee, tea or wine or just water. However, you have to drink it directly from the tap.



Vocabulary

went- fui
a little bit late- un poco más tarde
cider- sidra
although- aunque
tap- grifo

⁶(Texto creado por Emily). Emily Librado Torres estudió la Licenciatura en Idioma Inglés en la Facultad de Idiomas Xalapa, perteneciente a la Universidad Veracruzana. Actualmente trabaja como asesora académica en el Centro de Autoacceso Minatitlán, perteneciente al Centro de Idiomas Coatzacoalcos. En 2004 recibe la invitación a través del Consejo Británico y de la doctora Magdalena Hernández Alarcón, en ese entonces directora general de los Centros de Idiomas y Autoacceso, para tomar un curso sobre la enseñanza del idioma inglés usando recursos de Internet. El propósito fue tener un entrenamiento para aprovechar todos los recursos que ofrece Internet y de esta manera preparar material para los estudiantes que están aprendiendo inglés en nuestro Centro de Autoacceso.

Durham, England

By Carlos Omar Rasgado Moreno⁷

Durham is a small city in the North East of England. The most representative places in the city are the Cathedral and the Castle.

The Durham Cathedral is one of the most beautiful churches in England. The body of two famous saints lie in Durham Cathedral, Saint Cuthber and Saint Bede. Also, the Cathedral's garden is the Hogwarts entrance in the Harry Potters films.

The Castle is now a museum and a college accommodation. Some students from Durham University lives in the castle during term time. During the summer, the castle is a hotel open to the public. You can rent the Castle's hall (if you can afford it), you often find events in there: conferences, formals, weddings, etc.

Durham is full of walking paths and trees, you can always find a forest nearby. The weather in Durham is generally cold. During winter temperatures can go down to -10 °C, and it is very likely to see snow on Christmas eve. During the summer, there are a few sunny days and the temperature is about 20 °C. Overall, Durham weather is cloudy and rainy. It is the typical British weather, people always say something about it to start a conversation!



Vocabulary

afford- pagar
formals- bailes
paths- veredas
forest- bosque
nearby- cerca/cercano

⁷(Texto creado por Omar). Me llamo Omar Rasgado, soy egresado de la Licenciatura en Ingeniería Mecánica de la Universidad Veracruzana. Al concluir mis estudios de licenciatura, motivado por hacer un posgrado, gracias al apoyo de la Universidad Veracruzana y el programa Jóvenes de Excelencia Citibanamex, obtuve satisfactoriamente la beca de estudios de posgrado en el extranjero de CONACyT, la cual me llevó a estudiar la Maestría en Ciencias de la Ingeniería en la Universidad de Durham, en el Reino Unido. Estudiar y vivir en otro país es una experiencia enriquecedora en todos los aspectos, desde la academia, la cultura, los deportes, etc. Además de mejorar el idioma inglés, esta estancia en particular ha sido mi conexión a diversas entrevistas de trabajo y hacia el doctorado en el extranjero, en donde espero pronto dar el próximo paso en mi carrera profesional.

France

By Marcela Férrez Malpica⁸

Living in France for a year has made my life easier. I'm sure that an academic stay changes your vision as a human being completely. You come back home knowing that everything is possible and that **YOU** are the only one responsible for your **own** future.

I'd like to divide this short text in two essential parts: a) the pace of French life and b) integration as a student and a worker.

It's important to mention that **I had never lived alone**, in another country. So I also learnt how to manage my time wisely.

I lived in Albi, France. If you google Albi, you can see that it holds the episcopal city (a medieval style city) and the Saint Cecilia cathedral. This cathedral is majestic because it's 78 meters tall. It has a gothic style and Romanesque architecture. It only took 200 years to build it! And that's not a cliché, of course no: the majority of French aren't very religious nowadays.

To explain how to integrate better as a student or a worker in France, it's very important to understand the pace of French life. If you don't adapt yourself to this pace of life, you won't be successful there. Everything depends on time. For French people is essential not to waste the time on nonsense situations or in details. Because spending time wisely let them be efficient and productive every day. Therefore, if you want to go out with friends, do homework with classmates or just hang out for dinner, you should take into account their daily activities because they always have something to do and they almost never improvise or change plans. Spontaneity and improvisation are not common in France. Of course, everything is possible thanks to the system which works like that. Public transportation is always on time; doctors' appointments are always on time, too (except when you have a medical *emergency*). We arrange appointments in advance via internet for public issues, so there aren't any obstacles that could stop your daily routine.

French society is very active and accurate in its reasoning and acting. **From** expressions like "*ca va?*" which is used to stop holding a conversation, **until** "*en fin*" or "*voilà*" to stop unnecessary talking, but that doesn't mean that they are cold, that means that **they are very frank**.

Vocabulary

I'd like to – me gustaría
main parts- partes fundamentales
pace of life-ritmo de vida
I had never lived alone- nunca
había vivido sola
I lived-viví
it only took- solo tomó
accurate- concreta, de manera
precisa, exacta.
frank-directo/sincero



⁸ (Texto creado con la información proporcionada por Marcela). Marcela Férrez Malpica. Estudiante en séptimo semestre de Ingeniería Ambiental. Becaria del programa MEXFITEC "Cooperación Franco-Mexicana en el campo de la Formación de Ingenieros". Me he dedicado a la difusión de la movilidad estudiantil y la importancia de un segundo o tercer idioma como parte clave de la apertura a otras formas de interacción, otras formas de vida y con buenas oportunidades laborales.

Italy

By Lilia María Zamudio Ortiz⁹

Italy has 20 regions and people speak Italian in each of them. Italian is the official language since the end of the XIX century. But in each region, people speak their own native language. You can hear those native languages on the streets, markets, but especially at home. There, parents pass their native language to their children; they are proud of keeping their language alive.

Italians always use gestures and body language when they talk. The reason is that through history, people from different countries have arrived there, and people use gestures and body language as a universal system to express their ideas in a better way.

Rome is the capital of Italy but Rome also marks the division between the north and south of the country. There are great differences between the north and the south of Italy.

Venice, Milan, Turin and Florence are in the north. Many tourist visit them annually. In these cities, there's more business investment as consequence there's more urban growth and more urban services. In the north, the rail system is more widespread and more diverse, too.

In the south of the Italian peninsula, Naples (pizza and 'O sole mio' song are from there) is in the south of the country. Naples along with the island of Sicily form the region called Magna Graecia. Since the V century B.C., Greeks came there and left great remains of their culture that we can visit today.

Pasta isn't from Italy, but we can find a great variety of pasta there. So we can taste from artisanal pasta made at home with family recipes and different in each Italian region until the commercial one that we can find almost worldwide.



Vocabulary

business investment-	inversion empresarial
urban growth-	crecimiento urbano
rail system-	red ferroviaria
Naples-	Nápoles
along with-	junto con
B.C.-	Before Christ
Came-	se asentaron
left-	dejaron
great remains-	grandes vestigios
widespread-	amplia
diverse-	diversa
taste-	saborear
recípes-	recetas
almost worldwide-	en casi todo el mundo

⁹(Texto creado con la información proporcionada por Lilia María). Lilia María Zamudio Ortiz tiene la Licenciatura en Medicina y es profesora de italiano, actualmente retirada. Laboré con el Centro de Idiomas. Durante el periodo de 2013 a 2016 estuve a cargo, en la región Coatzacoalcos-Minatitlán, de la coordinación de cursos de Educación Continua de Veracruz. Elegí compartir de Italia porque el conocimiento del idioma me acercó a su cultura y costumbres, e hice amistades que me permitieron encontrar similitudes entre ese país y el nuestro.

New Zealand

By Octavio Iván Castillo Arenas¹⁰

Life in New Zealand is very calm. It's a country with a small population, there are more *sheep* than people. This country is full of nature **everywhere**, lakes, rivers, mountains, beaches, *waterfalls* and volcanoes. Its government and its population are really engaged with the environment, so they keep streets and parks very clean and without *garbage*.

What I really love from this country is its people. Kiwis, as New Zealanders are called, are very *kind* and friendly, they will always *smile* at you on the street and will say hello to you. If you go to a supermarket and ask them 'how are you?' be ready to talk about your day for a long time. People are seen and respected as equal *citizens*. New Zealanders don't take into account skin color, religion, sexual preferences or nationality; racism is almost absent. Kiwis are very easygoing, they don't care about how much money you *earn*, what types of clothes you wear or what possessions you have. Many New Zealanders are often *barefoot* on the streets and malls. Life here is very calm, we live in a very relaxing atmosphere. Quality of life is good: there's no corruption and crime is very low. I can walk around after midnight and I can feel safe.

New Zealand is very beautiful. It's a great country to visit, study or live in. Every day, New Zealand shows me that we can live in a place where things are working well and where people with their positive *values*, *beliefs* and *attitudes* contribute to have a successful country with high social *welfare*.

Vocabulary

sheep- ovejas
waterfalls-cascadas
garbage- basura
kind- amable
smile- sonreir
citizens- ciudadanos
earn- ganar
barefoot- descalzos
values- valores
beliefs- creencias
attitudes- actitudes
welfare- bienestar



¹⁰(Texto creado con la información proporcionada por Octavio). Mi nombre es Octavio Castillo, tengo 24 años, me gradué de la Universidad Veracruzana en el año 2018, de la carrera de Ingeniería Petrolera, terminando la universidad obtuve una visa de trabajo en Nueva Zelanda, actualmente trabajo como supervisor en una compañía en la ciudad de Tauranga, y llevo un año viviendo en Nueva Zelanda. Aprender inglés me dio la oportunidad para poder conseguir empleo más fácilmente en el extranjero, el inglés te abre las puertas al mundo.

Aprender a aprender

En la actualidad existen factores que promueven el aprendizaje de lenguas de una manera más rápida y significativa con base en las necesidades y contextos sociales de los estudiantes. Existen diferentes modelos educativos para el aprendizaje de idiomas los cuales buscan optimizar el aprendizaje de los estudiantes con respecto a sus necesidades, contextos y estilos de aprendizaje. Pero ¿qué es un estilo de aprendizaje? ¿Cómo identificar tu estilo de aprendizaje? ¿Cómo hacer más eficiente tu aprendizaje considerando tus necesidades académicas, laborales o contexto social? Según la Real Academia Española, en una de sus múltiples acepciones, estilo se refiere a modo, manera, forma de aprender; mientras que aprendizaje, en su acepción en psicología, se refiere a la adquisición por la práctica de una conducta duradera. Entonces, puedes interpretar el estilo de aprendizaje como la manera o forma en la que practicas para adquirir algún aprendizaje de manera permanente. Para identificar tu estilo o estilos de aprendizaje no basta con catalogarte como aprendiente auditivo si te gusta escuchar música o como aprendiente kinestésico si te gusta practicar algún deporte, esto va más allá de lo que nos gusta o no. El aprendiz visual requiere ver la información por escrito, el auditivo desarrolla el proceso de aprendizaje de manera más satisfactoria al escuchar la información, y el kinestésico muestra preferencia por la acción y movimiento.

Sin embargo, es de suma importancia que cualquier actividad o proyecto que realices en la vida académica y profesional la efectúes con gusto y pasión, puesto que de este modo te sentirás animado(a) y motivado(a). Hacer las cosas con pasión es el vehículo que tiene como único destino el éxito, sin importar los baches, huecos y contratiempos que te encuentres en el camino. Asimismo, la motivación servirá de combustible en tu vehículo en el camino hacia el éxito, aunque el simple hecho de avanzar en este camino se puede tomar como aprendizaje en sí y se debe disfrutar de la misma manera que se disfruta el trayecto hacia tu destino vacacional; haciendo paradas y bajando la velocidad cuando sea necesario.

Puedes tener un estilo o compartir diferentes estilos de aprendizaje sin ni siquiera haberlos notado. Esto va a obedecer, principalmente, a elementos tales como tus hábitos personales y académicos; los cuales tienen una correspondencia intrínseca. Es necesario reconocer hasta dónde quieres llegar para así crear tu propio entorno de aprendizaje. Debes tener muy claras tus metas y basar la dimensión de tu interés en tus acciones y objetivos, así se promoverá el logro de tus metas.

Según el sistema de aprendizaje Visual, Auditivo y Kinestésico puedes reconocer cuál es tu estilo o estilos de aprendizaje al identificar si aprendes mejor al ver, escuchar o tocar información como parte del procesamiento de ésta. Puedes tener una combinación de estilos de aprendizaje, pero ninguno es mejor que otro. La forma en que mejor procesas la información te indica tu estilo de aprendizaje. Puedes intentar aprender listas de palabras a través de diferentes ejercicios o actividades visuales, auditivas y kinestésicas para verificar cuál es nuestro estilo de aprendizaje; ver videos en línea o jugar juegos de mesa enfocados al aprendizaje de lenguas (Bandler y Grinder, 1975).

Es importante reconocer y aceptar la función activa del docente en una clase y la función un poco menos activa de los estudiantes en el aula. Así como la actitud menos activa del asesor en un entorno de aprendizaje autónomo fuera de un aula. Para entender con mayor claridad las diferencias entre estos dos tipos de aprendizaje, tradicional (en el aula) y autónomo (fuera del aula), podemos representar el salón de clases, en un ambiente de aprendizaje tradicional, como un autobús en el cual tanto estudiantes como docentes se suben con destino al aprendizaje, el cual no solo es el aprendizaje el destino sino el trayecto en sí como símil de este proceso cognitivo de adquisición permanente de información. El docente, quien tiene en más ocasiones un papel más activo que el de los estudiantes, es quien maneja el autobús, rápido, lento o con precaución, él da las indicaciones antes de iniciar el viaje de lo que se puede, debe o no hacer, establece los horarios, indica las paradas necesarias, señala salidas de emergencia y manifiesta el orden durante el viaje. Se le llama la atención a quien opte por sacar el brazo por la ventanilla durante el trayecto.

Todo esto es semejante a los criterios de evaluación del maestro, rúbricas, hora de entrada y salida, permisos, reglas de comportamiento en las clases, a los enfoques y técnicas de enseñanza que él elige utilizar para enseñar los temas del programa de estudios. El maestro es quien determina quien se puede parar y quien no en el autobús: quién debe bajarse y quién debe acercarse un poco más a los asientos del frente del vehículo para apreciar mejor el paisaje que está en frente a través del parabrisas (al pizarrón). Esto se refiere a los alumnos que necesitan de mayor apoyo o que necesitan estar más cerca del docente para mejorar la comprensión de los temas vistos en clase. En dado caso que el autobús se quede sin gasolina, el docente será quien descienda del vehículo para agregar motivación como combustible y así continuar impulsando al autobús a su destino ya que no hay mejor impulsor para el ser humano que la motivación. Este pasaje lo podemos relacionar con el momento que el docente nota que el ánimo de la clase recae y él mismo tiene que tomar las medidas necesarias para que los alumnos se vuelvan a sentir tan animados y motivados o más aún como en el inicio del curso o ingreso a la institución educativa. De esta manera, tanto el docente como los estudiantes podrán retomar el interés en continuar aprendiendo para crear en ellos sentimientos positivos de curiosidad, de innovar, de mejorar, de dudar, de confianza entre muchos otros para alcanzar las metas que cada uno tiene. El docente debe velar por la clase para que nunca carezca de gasolina.

En cualquier ambiente escolar de aprendizaje autónomo, hay gasolina, pero no existe un autobús. El asesor le cede el volante al estudiante de un vehículo diseñado a la medida de los intereses y motivación de este último. El asesor se sienta en el asiento del copiloto y le indica al estudiante qué camino tomar, pues el asesor conoce el camino que deben seguir. Es muy importante que el estudiante tenga en mente que el avance del vehículo y la velocidad de éste va a depender únicamente de la calidad y cantidad de gasolina que le agregue a su auto; este podría ser un deportivo, un ahorrador, un sedán o podría dejar ser auto y convertirse en una bicicleta tipo tándem la cual no es nada desdeñable siempre y cuando avance sobre la ruta deseada, la del aprendizaje. Nuevamente, la gasolina, como impulsor de vehículos, tiene un papel fundamental en el logro de aprendizaje. Sin ella, el auto queda varado y llegar al destino podría llevar más tiempo de lo planeado. El conductor de este vehículo debe tomar en cuenta su estilo de manejo y la cantidad de gasolina que va utilizar en este viaje para poder tener la confianza de que tarde o temprano llegará a su destino. Podría darse el caso de que el docente en pequeños lapsos del trayecto tome el volante con el fin de ajustar la dirección del vehículo. En dado caso que el auto sufra alguna avería el docente debe el apoyar al conductor a arreglarlo lo más pronto posible.

En los centros de autoacceso se les da la oportunidad a los estudiantes de aprender de manera autónoma con apoyo de los maestros y asesores que laboran ahí. El papel del alumno cambia radicalmente con respecto a anteriores métodos. El estudiante adopta una función más activa y productiva controlando todos y cada uno de los aspectos del proceso de aprendizaje. El estudiante tiene mayor responsabilidad, independencia y autodisciplina. Las ventajas que conlleva el método de aprendizaje autónomo son: el estudiante establece su propio ritmo de trabajo y estudia según sus propias capacidades e intenciones; no depende del resto de sus compañeros; puede organizarse de la forma que más le convenga. Puede aprovechar la flexibilidad en el aprendizaje, además no hay hora obligatoria de entrada y salida de los centros de autoacceso (Ruiz de Zarobe, Y. 1997). Pero ¿Qué pasaría si mantienes en mente una idea de aprendizaje autónomo en un ambiente de aprendizaje tradicional en un aula donde el maestro es quien diseña una clase para facilitar tu comprensión y producción tanto oral como escrita en inglés? La respuesta es: tus habilidades para aprender se potenciarían de una manera significativa. Lo único que necesitarías es aprender a aprender.

¿Qué significa aprender a aprender? Aprender a aprender significa conocer las fortalezas y debilidades frente al aprendizaje; reconocer con qué se cuenta para aprender y saber que lograr un estado de motivación con una actitud abierta a situaciones y cosas complejas y nuevas durante el aprendizaje potenciará a este mismo. Aprender a aprender se refiere a saber qué, cuándo, dónde, cómo, con qué, con quién y para qué se debe aprender. Esto dará libertad para discernir entre los diferentes modelos de aprendizaje que existen en función, primordialmente, de las necesidades e intereses de cada aprendiz. Por lo tanto, como aprendiz de una segunda lengua, debes hacerte responsable de forma cabal de tu aprendizaje. De esta manera, sabrás que estás listo para aprender tanto dentro como fuera de un salón de clases. Aceptarás al maestro o asesor de lengua como una herramienta en tu camino

hacia tus propias metas personales y no será alguien de quien dependa mi aprendizaje en su totalidad. Quienes se manejan de manera consciente de su aprendizaje y con metas claras ante el aprendizaje de una segunda lengua, pueden aplicar los conocimientos adquiridos en otras áreas.

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Estrategias de memorización

Introducción

Existen diversos aspectos a considerar dentro del aprendizaje de una lengua extranjera y uno de ellos, de los más importantes, sobre todo al inicio de este proceso es la memorización.

En la actualidad, el uso cotidiano de la tecnología nos ha limitado el trabajo de la memoria delegando todo este esfuerzo a los teléfonos inteligentes y el internet por mencionar algunos ejemplos.

La memoria es una destreza que debe ser ejercitada diariamente. A continuación, te proponemos tres estrategias de memorización que te ayudarán a poner en práctica dicha habilidad. Entre más las practiques, más hábil te volverás:

1. Agrupar
2. Visualizar
3. Asociar

Definiciones de Estrategias de Memoria

1. Agrupar.

“Al estudiar vocabulario es mejor aprenderlo en contexto, que de manera individual. Agrupar palabras es una estrategia útil para aprenderlas. Toma un grupo de palabras que tengan significado similar y estúdialas juntas”. Traducido del sitio:

<https://bostontutoringservices.com/blog/2017/07/grouping-vocabulary-words-learn-context/>.

Puedes encontrar más información al respecto en el siguiente sitio:

<https://www.bls-courses.co.uk/how-to-learn-vocabulary-by-grouping-words-together/>

2. Visualizar

“Visualizar algo es ser capaz de ver algo en tu mente. Es como imaginar o representar algo en imágenes en tu mente. Cuando visualizas algo lo ves como real”. Traducido de: <https://www.vocabulary.com/dictionary/visualize>

Para practicar vocabulario en el siguiente sitio: www.vocabulary.com

3. Asociar



“Si tú asocias a alguien o algo con otra cosa, las dos están conectadas en tu mente”. Definición tomada de www.collinsdictionary.com.

Puedes encontrar más información al respecto en el siguiente sitio:

<https://www.teachingenglish.org.uk/article/presenting-vocabulary>

Algunas sugerencias

Recuerda:

- Puedes poner el vocabulario en grupos (e.g. routine: get up, take a shower, go to school, etc.).
- Puedes asociar el vocabulario con otras palabras o imágenes. (e.g. chair: and you can draw a ).
- Puedes visualizar o imaginar palabras en imágenes o en ejemplos. (e.g. eyes: she has dark )

Ahora te proponemos una estrategia de memorización llamada “*El Palacio de la Memoria*”. Esperemos que ésta sea de utilidad. Te deseamos lo mejor en esta nueva aventura.

El Palacio de la Memoria

Una de las estrategias de memorización que puedes utilizar para aprender vocabulario en inglés es el “Palacio de la memoria” la cual es una de las herramientas de memorización que te ayuda a aprender de una forma fácil y rápida vocabulario que necesitas y recordarlo cuando te haga falta. Esta técnica consiste en definir un conjunto de ubicaciones en tu mente por ejemplo en una casa (puede ser la propia) pues es más efectivo inspirarse en un lugar familiar o conocido, también puede ser un edificio. Después usar estas ubicaciones para memorizar en ellas lo que se quiere recordar (por ejemplo, podría ser un lista de las partes del cuerpo) ya que cada una de las estancias deberá contener algunos elementos para poder asociar la información que se necesita aprender. Para recordar, solo tienes que moverte a lo largo de estas ubicaciones (en tu mente) y recuperar las imágenes de cada una de ellas.

Cómo construir un palacio de memoria

1. **Define un lugar.** Selecciona un lugar que tú quieres usar como palacio de memoria. Este lugar debe ser algo que pueda estar limpio en tu mente. Cuando selecciones el lugar yo te recomiendo que lo uses para cosas que tú ya sabes, como tu casa, tu ciudad o tu oficina.
2. **Define una ruta.** En el lugar que tú decidiste, define un conjunto de ubicaciones, una después de otra, creando una ruta que va únicamente de una ubicación a la siguiente, siempre siguiendo el mismo orden. Cada una de estas ubicaciones serán los puntos de anclaje donde serás capaz de memorizar algún detalle. Si esta es tu primera vez, crea una ruta sencilla con un número limitado de puntos.
3. **Memoriza la ruta.** Tú tienes que tener claro en tu mente la ruta que debes seguir cuando estés usando el palacio de memoria. Por eso te propongo memorizar la ruta. Repítelo varias veces hasta que te lo sepas de memoria.

Cómo usar el palacio de la memoria

- **Memorizar**

1. Prepara una lista de lo que quieres recordar.
2. Empieza visualizando el primer lugar de tu palacio.
3. Visualiza el primer artículo de la lista en el primer lugar del palacio. Para que recuerdes fácilmente debes crear visualizaciones vivas. Te sugerimos usar las técnicas de este sitio: <http://www.insanity-mind.com/improve-memory-using-visualizations/>.
4. Repite el punto 2 con la segunda localización del palacio y el segundo artículo de la lista.
5. Sigue haciéndolo hasta que todos los elementos de la lista hayan sido memorizados.
6. Si quieres recordar todos los artículos durante mucho tiempo, repite el proceso completo al día siguiente y de nuevo a la semana siguiente.

- **Recordar**

1. Visualiza el palacio. Desplázate (en tu mente) hasta la primera localización.
2. Visualiza claramente la localización. Rápidamente, tu memoria te mostrara la imagen completa que pusiste en esta ubicación.
3. A partir de la imagen que se obtiene, recuperas los datos memorizados en ese punto.
4. Repite con el resto de ubicaciones del palacio.

Tomado de: http://www.insanity-mind.com/insanitymind_es/construyendo-los-palacios-de-memoria/

Otros sitios que podrías consultar referentes a este tema:

<https://emowe.com/tecnica-memorizacion-loci-palacio-memoria/>

<https://es.wikihow.com/construir-un-palacio-de-memoria>

Este libro consta de nueve unidades de aprendizaje. Las actividades tienen un enfoque comunicativo y se diseñaron con el propósito de que practiques las cuatro habilidades básicas (comprensión auditiva y lectora, expresión escrita y oral). Contiene una introducción al tema de aprender a aprender y estrategias de memorización. Asimismo, incluye una sección de repaso gramatical y un suplemento cultural.

This book has nine units based on the communicative approach. With its contents you can practice the four basic skills (listening, speaking, reading and writing). It also has an introduction to learning to learn and memorization strategies, a grammar review section and a cultural supplement.

Level: A1 (beginner)

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