

Lengua Adicional al Español I



Primer semestre



La Patria (1962),
Jorge González Camarena.

Esta obra ilustró la portada de los primeros libros de texto. Hoy la reproducimos aquí para mostrarte lo que entonces era una aspiración: que estos libros estuvieran entre los legados que la Patria deja a sus hijos.

Estimada, estimado estudiante del Telebachillerato Comunitario, este libro fue elaborado pensando en ti, forma parte de una colección que incluye todas las asignaturas del plan y los programas de estudio.

En su elaboración participaron profesionales y especialistas en distintas disciplinas, quienes tomaron en cuenta tus necesidades e inquietudes. En estos libros hallarás contenidos y actividades que contribuirán a que logres un mejor desempeño ahora que cursas la Educación Media Superior.

Tenemos la certeza de que con los materiales didácticos del Telebachillerato Comunitario, con el apoyo de tus maestras, maestros y con tu propio esfuerzo, tendrás un mejor aprovechamiento escolar y contribuirás al bienestar de tu comunidad y de México.

Te deseamos éxito en esta importante etapa de tu formación.

DISTRIBUCIÓN GRATUITA, PROHIBIDA SU VENTA

Lengua Adicional al Español I



Telebachillerato Comunitario. Primer semestre

Lengua Adicional al Español I

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Prefacio

Estimado estudiante, el libro que tienes en tus manos fue elaborado pensando en ti, en tus necesidades e inquietudes, como un instrumento que te apoye ahora que estudias el bachillerato. En sus páginas encontrarás contenidos y actividades que son fundamentales para que paso a paso, puedas alcanzar las metas que esta asignatura te propone para este semestre.

A ti te toca, ahora, sacarle el mayor provecho a este libro, que es fruto del esfuerzo de un grupo de profesores y especialistas. Si lo haces tu amigo, lo aprovechas al máximo y lo combinas con el apoyo de tu maestro y de los demás recursos didácticos que están a tu alcance, seguramente ampliarás tus competencias y habilidades para construir un mejor futuro para ti y contribuir al desarrollo de tu comunidad, de tu estado y de nuestro México.

Te deseamos éxito en esta importante etapa de tu formación: el bachillerato.

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Presentación general

El contexto actual de un sistema globalizado, caracterizado por la convivencia de distintas culturas en espacios reales y virtuales compartidos, hace necesario el uso de dos lenguas o más. El libro de *Lengua adicional al español I* ofrece una oportunidad valiosa para desarrollar una nueva experiencia comunicativa, en este caso por medio de la lengua inglesa. En el contexto de la comunicación internacional, el inglés es el idioma que domina en los negocios; también es el más usado en otros ámbitos: ciencia, tecnología, entretenimiento, internet, por nombrar algunos.



El desarrollo de las habilidades propias del idioma permite fomentar el intercambio de información en ambientes multiculturales, lo que te permitirá entender y compartir las experiencias de tu vida. Con este material podrás:

- Interactuar en otra lengua con tu entorno de manera activa, propositiva y crítica.
- Establecer contacto con algún campo productivo real, que forme parte de tus intereses y tus necesidades, para que en un futuro puedas incorporarte al ámbito laboral de manera exitosa.
- Desarrollar tus capacidades para leer analíticamente, expresar tus ideas y comunicarte en una segunda lengua.
- Emplear los recursos tecnológicos a tu alcance como parte de los medios e instrumentos de comunicación.

De la misma forma, la organización de los contenidos, las situaciones didácticas que se desarrollan en cada bloque y los productos de aprendizaje propuestos buscan despertar tu interés y motivarte para aprender en forma más completa este nuevo universo comunicativo que se abre ante ti.

La asignatura Lengua adicional al español I pertenece al campo disciplinar de Comunicación y se ubica en el primer semestre del plan de estudio del nivel educativo del bachillerato general que ha establecido la Secretaría de Educación Pública (SEP). Tiene como antecedente la asignatura Lengua extranjera, de la educación básica (secundaria) y, a su vez, tiene como asignaturas consecuentes Lengua adicional al español II, III y IV.

La asignatura Lengua adicional al español I permite el trabajo interdisciplinario en relación directa con las asignaturas Taller de lectura y redacción I e Informática I; y promueve un trabajo transversal con el resto de asignaturas del mapa curricular al favorecer el desarrollo de competencias comunicativas.



¿Qué es una competencia?

En el contexto educativo una competencia se define como “la integración de habilidades, conocimientos y actitudes en un contexto específico” (Acuerdo 442, Secretaría de Educación Pública, 2008).

Educar con un enfoque basado en competencias permite crear experiencias de aprendizaje que favorecen la educación integral. Una educación en competencias está basada en una formación humanista que, además de integrar los aprendizajes en rubros académicos pedagógicos, colabora en su acción individual y social. Esto permite su adaptabilidad y transformación para las circunstancias del mundo actual.

En el curso de Lengua adicional al español I se abordan las 11 competencias genéricas, que se presentan a continuación:

1. Se conoce y valora a sí mismo y aborda problemas y retos teniendo en cuenta los objetivos que persigue.
2. Es sensible al arte y participa en la apreciación e interpretación de sus expresiones en distintos géneros.
3. Elige y practica estilos de vida saludables.
4. *Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados.*
5. Desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos
6. Sustenta una postura personal sobre temas de interés y relevancia general, considerando otros puntos de vista de manera crítica y reflexiva.
7. *Aprende por iniciativa e interés propio a lo largo de la vida.*
8. *Participa y colabora de manera efectiva en equipos diversos.*
9. Participa con una conciencia cívica y ética en la vida de su comunidad, región, México y el mundo.
10. *Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.*
11. Contribuye al desarrollo sustentable de manera crítica, con acciones responsables.

Las competencias disciplinares, que son las habilidades que debes desarrollar y que debes de aprender dentro del campo del conocimiento y la asignatura, se enuncian al principio de cada bloque y te servirán para identificar tu aprendizaje.

¿Cómo está estructurado este libro?



Inicio del bloque

Al inicio de cada bloque encontrarás una breve introducción para acercarte al contenido, las competencias genéricas con sus atributos, las competencias disciplinares y los desempeños que se obtendrán a partir de los objetos de aprendizaje.

Para averiguar qué tanto sabes del tema y cuáles son las áreas por mejorar, se propone una evaluación diagnóstica, que además permitirá conocer tu nivel en las competencias a desarrollar.

Block I
Who am I?

Introduction

In block I you will learn to introduce yourself in diverse situations through conversation and written text. You will learn to describe ethnic, cultural, geographical and physical characteristics. You will also learn the use of the verb To Be, personal pronouns, impersonal pronouns as well as possessive adjectives and definite and indefinite articles. In addition, you will learn about family members, numbers and the use of simple present.

What competences will you develop?

Competencias genéricas	Atributos
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	• Se comunica en una segunda lengua en situaciones cotidianas.
8. Participa y colabora de manera efectiva en equipos diversos.	• Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	• Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.

Competencias disciplinares

- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

What is the purpose of block I?

You will be able to introduce yourself and others in different situations through the use of simple present and verb To Be. Furthermore, you will learn the correct use of other grammatical structures in order to develop reading, listening, writing and speaking skills.

Who am I?

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Personal pronouns. 2. Indefinite pronouns. 3. Verb To Be. 4. Numbers. 5. Possessive adjectives. 6. Indefinite and definite articles. 7. Ethnic and cultural characteristics. 8. Geographical characteristics. 9. Physical characteristics. 10. Family members. 11. Simple present.	• Studying grammar structures. • Matching personal and indefinite pronouns. • Identifying numbers. • Recognizing possessive adjectives. • Differentiating the use of definite and indefinite articles. • Describing people's characteristics in various texts. • Identifying family members. • Expressing actions in present simple.
Procedural	• Introduce yourself and others in different contexts through written and spoken form. • Use verb To Be according to the communicative intention. • Use simple present in written and spoken forms. • Read a text in simple present and interpret its meaning.	• Inferring given personal information. • Guessing the meaning of new vocabulary words. • Reading short texts and completing comprehension questions. • Completing missing information activities. • Rewriting sentences focused on vocabulary and/or grammatical structure. • Role-playing dialogues.
Attitudinal	• Share opinions and consider others conscientiously. • Recognize and respect the importance of diverse ideas and thoughts of others. • Work collaboratively with others.	• Comparing his/her personal opinions and points of views with others. • Differentiating diverse ideas and thoughts and recognizing their importance in different situations. • Participating actively in diverse groups in order to complete established goals.

How much time will you need?

You will be able to complete block I in twelve hours, including block revision, activities, products and self-evaluation.

Learning evidences

In block I you will complete the following products that will allow you to see the development of your competencies:

- Personal information chart.
- Geographical information about your community.
- Description of a famous artist.
- Family tree.
- Verbs flashcards.
- Family member's profile.

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¿Cómo está estructurado este libro?

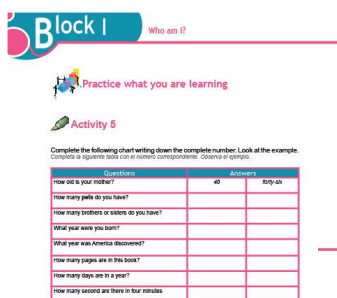


Desarrollo del bloque

Esta parte es fundamental. Aquí encontrarás el contenido general y disciplinar para aproximarte desde tu experiencia al aprendizaje de otra lengua.

A lo largo del bloque se intercalan estrategias didácticas de aprendizaje y evaluación, como revisión de tablas gramaticales, resolución de ejercicios, análisis e interpretación de textos, interpretación de roles, trabajo en equipo, presentaciones orales, elaboración de proyectos, entre otras. Seguramente aprenderás nuevas palabras que te ayudarán a ampliar tu vocabulario, anota su significado en el Glosario que encontrarás al final del bloque.

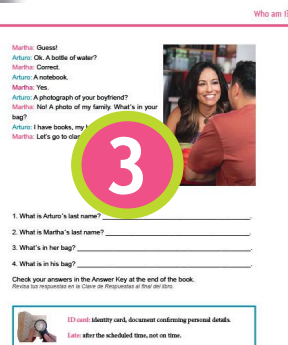
También encontrarás apoyos para reforzar tu aprendizaje, tales como:



1



2



3

1. **Glosario**, donde se incluye el significado de algunas palabras y expresiones que pueden ser nuevas para ti.

2. **Datos interesantes**, que apoyan la comprensión de los temas.

3. **Imágenes**, para visualizar y mejorar el uso del vocabulario en situaciones concretas y como apoyo a las actividades.

¿Cómo está estructurado este libro?

4. **Tips**, para el uso de expresiones cotidianas y ciertas reglas gramaticales, precisión de vocabulario y recordatorios.
5. **Retos divertidos**, como estímulo y desafío a tus habilidades.
6. **Notas**, para aclarar o precisar algún contenido.

Block I Who am I?

Activity 15

Act the previous dialogue in groups of eight.

When you share personal information, it is important to know where you are from and which your nationality is, so that you can talk about your country and your culture.

Questions: Where are you from? Answer: I am from Canada.
Question: What is your nationality? Answer: I am Canadian.

Study the following chart to know more about countries and nationalities.

Country	Nationality	Country	Nationality
Argentina	Argentinian	Ireland	Irish
Australia	Australian	Italy	Italian
Austria	Austrian	Japan	Japanese
Belgium	Belgian	Mexico	Mexican
Brazil	Brazilian	New Zealand	New Zealanders
Canada	Canadian	Norway	Norwegian
Chile	Chilean	Panama	Panamanian
China	Chinese	Paraguay	Paraguayan
Colombia	Colombian	Poland	Polish
Cuba	Cuban	Portugal	Portuguese
Dominican Republic	Dominican	Russia	Russian
El Salvador	Salvadoran	Scotland	Scottish
England	English	South Africa	South African
Finland	Finnish	Slovakia	Slovak
France	French	Spain	Spanish
Germany	German	Sweden	Swedish
Greece	Greek	Switzerland	Swiss
Holland (Netherlands)	Dutch	Taiwan	Taiwanese
Honduras	Honduran	Turkey	Turkish
India	Indian	United States	American or US citizen
Iraq	Iraqi	Wales	Welsh
		Yugoslavia	Yugoslav

5

Fun challenge

Search for information about the country you would like to know. Write five sentences about it and share them with your classmates.

Learn more

Geographical characteristics

Mexico is a country that is located in North America. It borders north (N) with the United States, to the west (W) and south (S) by the Pacific Ocean, to the east (E) by the Gulf of Mexico and to the south east (SE) by Belize, Guatemala and the Caribbean Sea. Mexico has thirty-one states and a federal district which is the national capital: Mexico City.

The main landforms in Mexican territory are beaches, rivers, valleys, canyons, lagoons, mountains, lakes and islands. There are also different biomes such as deserts, forest, steppes and jungles. Look at the following images.

6

Hint: The four cardinal directions or cardinal points are the directions of north, south, east and west, commonly denoted by the letters N, S, E, W. The intermediate (intercardinal, or ordinal) directions are northeast (NE), southeast (SE), southwest (SW), and northwest (NW).



Asimismo, desarrollarás algunos productos donde aplicarás lo aprendido y realizarás ejercicios de reflexión sobre tu proceso de aprendizaje.

Block II What I do and how I live

Apply what you have learned

Think of a situation when you were alone in a new place. Imagine that you have the opportunity to visit Mexico City. You don't know the city, people, food, etc. In the following lines write some questions that are useful in that case. Remember to use **Wh** questions.

Piensa en una situación donde estás solo en un lugar nuevo. Imagina que tienes la oportunidad de visitar la Ciudad de México. Tú no conoces la ciudad, la gente, la comida, etc. En las siguientes líneas escribe algunas preguntas que sean útiles en ese caso. Recuerda usar **Wh** questions.

- _____
- _____
- _____
- _____
- _____

Think about what you have learned

In this part of block II you learned to use **Wh** questions to ask for personal information. These questions are very useful when you are trying to establish new relations at school or in a new place. Do you think that it is important to know the people you are studying or working with? How can these **Wh** questions help you to develop new relations? Discuss it with your classmates.

En esta parte del bloque II aprendiste a usar **Wh** questions para pedir información personal. Estas preguntas son muy útiles cuando estás tratando de establecer nuevas relaciones en la escuela o en un nuevo lugar. ¿Piensas que es importante conocer a las personas con las que estás estudiando o trabajando? ¿Cómo pueden ayudarte estas **Wh** questions a desarrollar nuevas relaciones? Discútelas con tus compañeros.

¿Cómo está estructurado este libro?



Simbología que facilitará tu proceso de aprendizaje

Diseño instruccional



What do you know? (Previous knowledge and competencies)



Learn more



Practice what you are learning



Activity



Apply what you have learned



Think about what you have learned

Apoyos para reforzar el aprendizaje



Glossary



Tips



Interesting facts



Note



Fun challenge

¿Cómo está estructurado este libro?



Cierre del bloque

Al terminar cada bloque se presenta la evaluación final como una actividad integradora de las cuatro habilidades comunicativas (compresión auditiva y de lectura, producción oral y escrita), donde aplicarás tus aprendizajes y pondrás en juego tus competencias. También encontrarás una rúbrica o lista de cotejo para que evalúes la actividad integradora y un formato para que hagas una autoevaluación de tu nivel de avance en el aprendizaje de los contenidos.

Finalmente, encontrarás una tabla para que registres el avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Es importante que valores junto con tu profesor los avances registrados.

Block IV Express measures and quantities

Think about what you have learned

In last part of block IV you learned about the most common quantifiers. Imagine things and facts are difficult to measure. For example your classmates and about as a student. How could you measure or quantify those facts? How do you know if your classmates are taller or shorter? Are they enough to get good results at school? Show your answers with your teacher.

En la última parte del bloque IV aprendiste acerca de los cuantificadores más comunes. Las cosas y hechos sencillos son difíciles de medir por ejemplo, la competencia y el éxito como estudiante. ¿Cómo puedes medirlas o cuantificarlas? ¿Cómo sabes si la grado de comprensión y estudio es alta o baja? Comparte tus respuestas con tu maestro.

Closure activity

Make teams of three. Each one has to write a recipe of a typical dish from your community, your region and Mexico. Then elaborate a recipe booklet with the following sections:

Formen equipos de tres. Cada uno tiene que escribir una receta de un platillo típico de su comunidad, de su región y de México. Elabore un cuadernillo que tenga las siguientes secciones:

- Cover.
- Introduction (brief historic background about the dishes).
- Dishes from your community.
- Dishes from your region.
- Dishes from Mexico.
- International dishes.
- Conclusion (what you learned by doing this project).
- Photos.
- Presentation (draws attractive notebook about the photos).
- Plates of the community.
- Plates of the region.
- Plates of Mexico.
- Decorative introduction.
- Conclusion of what you learned by making this project.

Block IV Express measures and quantities

Cierre del bloque IV

Reflexiona sobre lo aprendido.

Para valorar el nivel de avance que has logrado en el bloque IV es importante que completes la siguiente tabla de manera responsable y honesta. Pon una X en la celda correspondiente.

Interpretación del nivel de avance:

100 - 80% = La gran mayoría de los contenidos.
80 - 70% = Puntos de avance que completas o avanzas.
60 - 50% = Puntos de avance que completas o avanzas a una gran parte.
40% o menos = No hay avance.

Contenidos curriculares		Nivel de avance			
		100-80%	80-70%	60-50%	40% o menos
Conceptuales	Identifica sustantivos contables y no contables.				
	Reconoce el uso apropiado de cuantificadores: how much, how many, some, any, little, little.				
Practica los usos de there is y there are.					

Block IV Express measures and quantities

Registro del avance

Competencias genéricas y disciplinares del bloque IV

Indicaciones: Al concluir el bloque IV registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)
M = Medio (En vía de desarrollo)
B = Bajo (No la ha desarrollado)

Competencias genéricas	Avances	Nivel de avance
4. Escucha, comprende y entiende mensajes producidos en contextos comunicativos reales y ficticios.	Registra todos o algunos mensajes producidos en contextos comunicativos reales y ficticios.	
5. Desarrolla innovaciones y proyectos de manera responsable a partir de métodos establecidos.	Registra todos o algunos mensajes producidos en contextos comunicativos reales y ficticios.	
6. Participa y colabora de manera efectiva en equipos diversos.	Registra todos o algunos mensajes producidos en contextos comunicativos reales y ficticios.	

Competencias disciplinares	Nivel de avance
Produce textos con base en el uso normativo de la lengua comunicativa.	
Se comunica oralmente en la lengua comunicativa.	

Al completar la tabla preséntala a tu profesor y valora los avances registrados.

Los contenidos y las actividades se presentan de manera atractiva. Aprovecha cada contenido, pregunta y actividad porque te permitirán usar el inglés cada vez mejor e incidirán en tu crecimiento personal, familiar y social. Trabaja con tu profesor y con tus compañeros, acércate a ellos, resuelvan dudas y aprendan juntos; date la oportunidad de construir con ellos este viaje. Esperamos que el curso sea interesante y fructífero.

¿Cuál es el propósito de esta asignatura?

Al cursar la asignatura Lengua adicional al español I, desarrollarás la competencia comunicativa en una segunda lengua, a través de la práctica de las cuatro habilidades de la comunicación: comprensión auditiva y de lectura, producción oral y escrita.

Richard Gerver¹ señala que “las competencias a desarrollar en los alumnos son creatividad, innovación, autoconfianza, independencia para ser personas comunicativas y con visión al futuro”. Por su parte, Anahí Mastache² al hablar de las competencias afirma que “... van más allá de las habilidades básicas o saber hacer, ya que implican saber actuar y reaccionar; es decir, que los estudiantes sepan qué hacer y cuándo”.

Por lo tanto, será muy importante que establezcas un vínculo entre el conocimiento que adquieres y su aplicación en tu vida cotidiana. Además, al aprender otra lengua fortalecerás tu identidad cultural y aprenderás a respetar la diversidad de creencias, valores, ideas y prácticas sociales en este entorno mundializado con un enfoque intercultural.



¹ Gerver, R. (2010). *Creating tomorrow's schools today*. London: Continuum International Publishing Group.

² Mastache, A. et. al. (2007). *Formar personas competentes. Desarrollo de competencias tecnológicas y psicosociales*. Buenos Aires/México: Novedades Educativas.

Block I

Who am I?



Introduction

In block I you will learn to introduce yourself in diverse situations through conversation and written text. You will learn to describe ethnic, cultural, geographical and physical characteristics. Besides, you will learn the use of the verb To Be, personal pronouns, impersonal pronouns as well as possessive adjectives and definite and indefinite articles. In addition, you will learn about family members, numbers and the use of simple present.

What competences will you develop?

Competencias genéricas	Atributos
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Se comunica en una segunda lengua en situaciones cotidianas.
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.

Competencias disciplinares
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. - Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica. - Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural. - Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

What is the purpose of block I?

You will be able to introduce yourself and others in different situations through the use of verb To Be and other verbs in simple present. Furthermore, you will learn the correct use of other grammatical structures in order to develop reading, listening, writing and speaking skills.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Personal pronouns. 2. Indefinite pronouns. 3. Verb To Be. 4. Numbers. 5. Indefinite and definite articles. 6. Possessive adjectives. 7. Ethnic and cultural characteristics. 8. Geographical characteristics. 9. Physical characteristics. 10. Family members. 11. Simple present.	• Studying grammar structures. • Matching personal and indefinite pronouns. • Identifying numbers. • Recognizing possessive adjectives. • Differentiating the use of definite and indefinite articles. • Describing people's characteristics in various texts. • Identifying family members. • Expressing actions in present simple.
Procedural	• Introduce yourself and others in different contexts through written and spoken form. • Use verb To Be according to the communicative intention. • Use simple present in written and spoken forms. • Read a text in simple present and interpret its meaning.	• Inferring given personal information. • Guessing the meaning of new vocabulary words. • Reading short texts and completing comprehension questions. • Completing missing information activities. • Rewriting sentences focused on vocabulary and/or grammatical structures. • Role-playing dialogues.
Attitudinal	• Share opinions and consider others conscientiously. • Recognize and respect the importance of diverse ideas and thoughts of others. • Work collaboratively with others.	• Comparing your personal opinions and points of views with others. • Differentiating diverse ideas and thoughts and recognizing their importance in different situations. • Participating actively in diverse groups in order to complete established goals.

How much time will you need?

You will be able to complete block I in twelve hours, including block revision, activities, products and self-evaluation.

Learning evaluation: evidences

In block I you will complete the following activities that will allow you to see the development of your competencies:

- Student's profile.
- Geographical information about your community.
- Family tree.
- Verbs flashcards.
- Family member's profile.

Block I

Who am I?



What do you know? (Previous knowledge and competencies)

A. Look at the personal information card. Try to guess what each word in bold refers to.

Revisa la siguiente tarjeta de información. Intenta adivinar qué significan las palabras en negritas.

Personal information / Información personal	
Name: Karla Garcia.	
Age: 23 years old.	
Address: 522 44th Street, Mexico City.	
Telephone number: (244) 530 44 20.	
Nationality: Mexican.	

B. Look at the pictures and answer the following questions:

Observa las imágenes y contesta las siguientes preguntas:



• What are physical characteristics?



- What are ethnic and cultural characteristics?

C. Look at the pictures and guess the topic. What is your opinion about the topic?

Observa las imágenes y adivina cuál es el tema. ¿Cuál es tu opinión sobre el tema?



D. Read the words and guess what type of words they are. What are they used for?

Lee las palabras y adivina qué tipo de palabras son. ¿Para qué se utilizan?



run



jump



dance



cook



sing



laugh



drink

Block I

Who am I?

- E. Complete the following chart. In the first column (Know) you have to write what you know about the topics, in the second column (Want) you have to write questions or things you want to learn. Complete the third column (Learned) once you have finished block I and write what you have learned.

Completa la siguiente tabla. En la primera columna (¿Qué sabes?) tienes que escribir lo que sabes sobre los temas, en la segunda columna (¿Qué quieres aprender?) tienes que escribir preguntas o cosas que te gustaría aprender sobre el tema. Completa la tercera columna (¿Qué aprendiste?) una vez que termines el bloque I y escribe en ella lo que aprendiste.

Know What do you know?	Want What do you want to know?	Learned What have you learned?
Personal information:		
Personal characteristics:		
Family:		
Verbs from the previous chart:		

Share your answers with your classmates and your teacher.

Comparte tus respuestas con tus compañeros y tu maestro.

It is important to identify your level of expertise in the competencies that you will develop in block I by answering the next questions. Mark the box that corresponds to your level with an X.

Es importante que identifiques tu nivel de desempeño en las competencias que desarrollarás en el bloque I. Para ello, contesta las siguientes preguntas marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Aportas puntos de vista con apertura y consideras los de otras personas de manera reflexiva?			
¿Dialogas y aprendes de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de tus propias circunstancias en un contexto más amplio?			

If you answered most of them with *Siempre* (always) then your level of proficiency is high. If you answered most of them with *A veces* (sometimes) or *Nunca* (never) then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron "Siempre" significa que tu desempeño actual es alto; si la mayoría fueron "A veces" o "Nunca" significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Let's begin

In this part of block I you will learn to give and ask for personal information. You will also learn to introduce yourself and others. Learning about personal pronouns, indefinite pronouns, Verb To Be, numbers and possessive adjectives will be helpful in order to reach your objective.



Learn more

Personal pronouns

Pronouns are words used as replacement or substitute for a noun or a noun phrase. Personal pronouns are associated primarily with a particular grammatical person and take different forms depending on number (singular or plural), grammatical or natural gender, case, and formality. Personal pronouns are not limited to people, they can also refer to animals and objects.

Here are some examples:

Marcela is pretty - *She* is pretty.
My brothers are playing - *They* are playing.
The book is new - *It* is new.

Look at Grammar Box 1.

Grammar Box 1			
Personal pronouns/ Pronombres personales			
Number/ Número	Person/ Persona	Gender/Género	Personal pronouns/ Pronombres personales
	1st	Male/Masculino Female/Femenino	I/Yo
	2nd	Male/Masculino Female/Femenino	You/Tú, Usted
	3rd	Male/Masculino	He/Él
		Female/Femenino	She/Ella
		Neutral (object/animal)/ Neutro (objeto/animal)	It/Eso, Esa
Plural/ Plural	1st	Male/Masculino Female/Femenino	We/Nosotros, Nosotras
	2nd	Male/Masculino Female/Femenino	You/Ustedes
	3rd	Male/Masculino Female/Femenino	They/Ellos, Ellas



Practice what you are learning



Activity 1

Rewrite each sentence with the correct personal pronoun. Look at the example.

Reescribe cada oración con el pronombre personal correcto. Observa el ejemplo.

Oscar is 16 years old

He is 16 years old.

1. Maria is 10 years old.

_____.

2. Ricardo is from Mexico.

_____.

3. Roberto and Tomas are Mexican.

_____.

4. The guitar is brown.

_____.

5. The boys live in Veracruz.

_____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 2

Ask five questions to a student of other group and your favourite family member. Use personal pronouns when you share the information with your classmates.

Haz cinco preguntas a un estudiante de otro grupo y a tu familiar favorito. Utiliza los pronombres personales cuando compartas la información con tus compañeros.



Learn more

Indefinite pronouns

We use indefinite pronouns to refer to people or things without saying exactly who or what they are. We use pronouns ending in *-body* or *-one* for people, and pronouns ending in *-thing* for things. Look at the following examples:

Everybody enjoyed the concert.

I opened the door but there was *no one* at home.

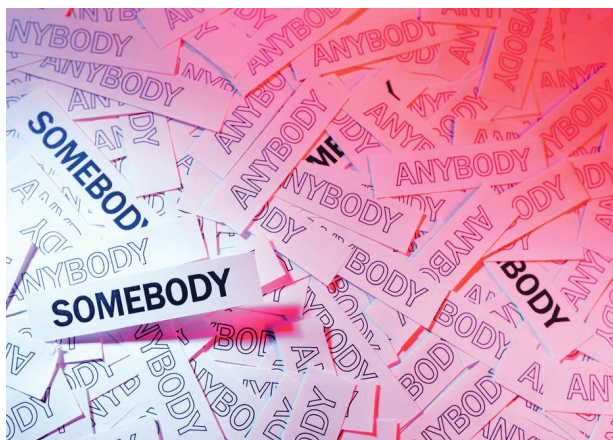
It was a very clear day. We could see *everything*.

Indefinite pronouns can be used to talk about people without saying their name or using a personal pronoun. Look at the following examples:

Julia told me about this book.

Somebody told me about this book.

Used for people/Se usan para personas		Used for things/ Se usan para cosas
<i>Somebody</i> /Alguien	<i>Someone</i> /Alguien	<i>Something</i> /Algo
<i>Anybody</i> /Cualquiera	<i>Anyone</i> /Cualquiera, quien sea	<i>Anything</i> /Cualquier
<i>Nobody</i> /Nadie	<i>No one</i> /Nadie	<i>Nothing</i> /Nada
<i>Everybody</i> /Todos	<i>Everyone</i> /Todos	<i>Everything</i> /Todo





Practice what you are learning



Activity 3

Complete each sentence with *somebody*, *someone*, *anybody*, *nobody*, *something*, *anything*, *nothing*, *everybody* or *everything*.

Completa cada oración con "somebody", "someone", "anybody", "nobody", "something", "anything", "nothing", "everybody" o "everything".

1. I can hear _____ crying.
2. Marcos is a good person. _____ likes him.
3. Does _____ want to go to the museum?
4. Would you like _____ to drink?
5. What are you doing next sunday? _____, I am free.
6. I am sad because _____ called me last weekend.
7. You can order _____ you like from the menu.
8. _____ I do, I do it for you!
9. Can _____ hear me?

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Learn more

Verb To Be

The verb *To Be* is used to talk about what somebody is. It is one of the commonly used verbs in the english language. In spanish it means *ser o estar*. In Grammar Box 2 you will see how to use the verb *To Be* in the simplest form.

Block I

Who am I?

Grammar Box 2	
Subject + be + adjective, noun or phrase <i>Sujeto + verbo To Be + adjetivo, sustantivo o frase</i>	
Singular	Plural
<i>I am mexican/ Yo soy mexicano.</i> He } She } <i>is</i> <i>canadian.</i> It } Él } Ella } <i>es</i> <i>canadiense.</i> Eso }	We } You } <i>are mexican.</i> They } Nosotros } Ustedes } <i>son mexicanos.</i> Ellos }
Affirmative form I am / Yo soy You are / Tú eres He, She, It is / Él, Ella, Eso, Esa es	Contracted form I'm You're He's, She's, It's
Negative form I am not / Yo no soy You are not / Tú no eres He, She, It is not / Él, Ella, Eso, Esa no es They are not / Ellos no son We are not / Nosotros no somos	Contracted form I'm not You aren't He, She, It isn't They aren't We aren't
Interrogative form Am I? / ¿Soy yo? Are you? / ¿Eres tú? Is he, she it? / ¿Es él, ella, eso, esa? Are we? / ¿Somos nosotros, nosotras? Are you? / ¿Son ustedes? Are they? / ¿Son ellos, ellas?	



Practice what you are learning



Activity 4

Complete the following text with the correct form of verb *To Be*.

Completa el siguiente texto utilizando la forma correcta del verbo "To Be".

I am Sandra and I _____ a student in Oaxaca. This week I _____ in Chiapas.

I _____ on a **trip** with people from school. Today my friends and I _____

on tour. My friends _____ from different places. Ana _____ from Chihuahua.

Oscar _____ from Mexico City. Carlos and Gabriel _____ from Sonora.

Oaxaca _____ very big and beautiful.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Learn more



Trip: a tour, journey or voyage.

Numbers

When we are learning a new language, numbers are one of the most important things to learn in order to give personal information such as your telephone number and your address. Look at the following chart.



After the number 20 you add the numbers from 1 to 9 to make a bigger number. For example: twenty-one, thirty-two, forty-five. The same is for bigger numbers. For example: one hundred fourteen, two hundred twenty-five, nine hundred ninety nine.

0	zero	11	eleven	30	thirty	200	two hundred
1	one	12	twelve	40	forty	300	three hundred
2	two	13	thirteen	50	fifty	400	four hundred
3	three	14	fourteen	60	sixty	500	five hundred
4	four	15	fifteen	70	seventy	600	six hundred
5	five	16	sixteen	80	eighty	700	seven hundred
6	six	17	seventeen	90	ninety	800	eight hundred
7	seven	18	eighteen	100	one hundred	900	nine hundred
8	eight	19	nineteen			1,000	one thousand
9	nine	20	twenty			10,000	ten thousand
10	ten					100,000	one hundred thousand

Block I

Who am I?



Practice what you are learning



Activity 5

Complete the following chart writing down the complete number. Look at the example.

Completa la siguiente tabla con el número correspondiente. Observa el ejemplo.

Questions	Answers	
How old is your mother?	46	forty-six
How many pets do you have?		
How many brothers or sisters do you have?		
What year were you born?		
What year was America discovered?		
How many pages are in this book?		
How many days are in a year?		
How many seconds are there in four minutes?		

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Pet: domestic animal.



Activity 6

In pairs, write twenty numbers in small pieces of paper, put them in a bag. Then pull out a number and write it in your notebook. Your partner does the same thing. Whoever writes the most numbers correctly wins. For example: 14, fourteen.

En parejas, escriban veinte números en papelitos y colóquenlos en una bolsa. Saca un número y escríbelo en tu libreta (con número y como se lee). Tu compañero debe hacer lo mismo. El que escriba la mayor cantidad de números correctamente gana. Por ejemplo: 14, catorce.



Learn more

Indefinite and definite articles

A/an are used to count **nouns** and are used when the person doesn't know which specific noun he or she are talking about. In Spanish it would be *un/una*.

For example: She eats a cookie

An is used when the noun starts with a vowel. It is also used when the noun starts with a vowel sound (like in the word *honest*).

For example: I have *an* umbrella.

An/a is *only* used for singular count nouns. We *do not* use it for plural nouns. We do not use an indefinite article with plural nouns and uncountable nouns:

Look at the examples:

She is wearing blue *shoes* (*plural* noun).

She has short *hair* (*uncountable* noun).



Noun: word that describes a place, person, thing or animal.

Block I

Who am I?



Practice what you are learning



Activity 7

Write *a* or *an* according to the noun.

Escribe "a" o "an" de acuerdo al sustantivo.

a/an	Countable noun
	mirror
	key
	egg
	earring
	apple
	pen
	bicycle
	photograph
	comb
	orange
	insect
	book
	ID card
	cookie

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

In english, the definite article is the word *the* regardless of whether the noun it introduces is singular or plural. It is used for a specific thing. In spanish, the definite article has four forms, depending on whether the noun is masculine, feminine, singular or plural.

<i>The cookie.</i> <i>The cookies.</i>	<i>La galleta.</i> <i>Las galletas.</i>
<i>The = el, la, los, las.</i>	



Learn more

Possessive adjectives

We use possessive adjectives to show who owns or “possesses” something. The possessive adjectives are: *my, your, his, her, its, our, your* and *their*.

In the following chart you can see when to use each one.

Subject pronouns/ Pronombres personales	I/Yo	You/Tú	He/Él	She/Ella	It/Eso	We/Nosotros	You/ Ustedes	They/Ellos
Possessive adjectives/ Adjetivos posesivos	My/Mi	Your/Tu	His/Su	Her/Su	Its/Su	Our/Nuestro	Your/Su	Their/Su

This is *my* book.
This is *your* book.
This is *his* book.
This is *her* book.
This is *its* book.
This is *our* book.
This is *their* book.

Este es *mi* libro.
Este es *tu* libro.
Este es *su* libro.
Este es *su* libro.
Este es *su* libro.
Este es *nuestro* libro.
Este es *su* libro.



It's is short for *it is*. For example: *It's* raining outside = *It is* raining outside.
Its is the possessive form of *it*. For example: The dog wants *its* food.



Practice what you are learning



Activity 8

Write the correct possessive adjective in the following sentences.

Escribe el adjetivo posesivo correcto en cada oración.

Block I

Who am I?

1. Where are (I) _____ shoes?
2. (you) _____ mother is here.
3. She goes to the park with (she) _____ friend.
4. (They) _____ house is very small.
5. (You) _____ dress is very pretty.
6. (He) _____ favorite color is red.
7. (I) _____ brother and I want to go to Puebla.
8. We want to see (it) _____ historic places.
9. Jorge likes (he) _____ science class.
10. (It) _____ name is Fido.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 9

Read the dialogue with a classmate and answer the questions.

Lee el diálogo con un compañero y contesta las preguntas.

Arturo: Hi, Martha! I'm Arturo Rojas.

Martha: Sorry? Arturo what?

Arturo: Rojas R-O-J-A-S.

Martha: Oh, I see. My last name is Garcia.

Arturo: How do you spell it?

Martha: G-A-R-C-I-A, it's on my **ID card**.

Arturo: That's a great bag!

Martha: What? Oh, yes! This is my favorite bag.

Arturo: What else is in it?



ID card: identity card, document confirming personal details.

Martha: Guess!

Arturo: Ok. A bottle of water?

Martha: Correct.

Arturo: A notebook.

Martha: Yes.

Arturo: A photograph of your boyfriend?

Martha: No! A photo of my family. What's in your bag?

Arturo: I have books, my lunch and a pen.

Martha: Let's go to class, Oh no, we are **late**!



Guess: estimate without knowledge.

Late: after the scheduled time, not on time.

1. What is Arturo's last name? _____.
2. What is Martha's last name? _____.
3. What's in her bag? _____.
4. What is in his bag? _____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Block I

Who am I?



Activity 10

Look at the words in the following chart and write them under the right image.
Observa las palabras del siguiente cuadro y escríbelas debajo de la imagen que le corresponda.

mirror ID card pen	comb keys notebook	handkerchief gum money	book photograph ticket

Check your answers in the Answer Key at the end of the book.
Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 11

In pairs look in each other bags. What's in your bag? Make a list and look up the words of the items you don't know in a dictionary. Then write in your notebook a dialogue talking about what is in your bag. Present the dialogue to your classmates. Remember to use numbers and possessive adjectives.

En parejas observen sus mochilas. ¿Qué llevan en ellas? Hagan una lista y busquen las palabras que no conozcan en un diccionario. Después escriban en su libreta un diálogo comentando lo que hay en cada mochila. Actúen el diálogo frente a sus compañeros. Recuerden utilizar números y adjetivos posesivos.



Block I

Who am I?



Apply what you have learned

Use the following questions to interview a classmate. Then complete the form with his/her information.

Usa las siguientes preguntas para entrevistar a un compañero. Después completa el cuadro con su información.

1. How old are you?
2. What is your name?
3. What is your telephone number?
4. Where are you from?
5. What is your address?
6. What is in your bag?

Student Profile

Name: _____.

Age: _____.

Nationality: _____.

Phone Number: _____.

Address: _____.

Items: _____.

_____.



Think about what you have learned

In this part of block I you learned to share personal information and ask people personal information. In which situations do you think this could be useful? How could this help you to improve your relationship with others? Discuss your answers with your classmates.

En esta parte del bloque I aprendiste a compartir tu información personal y a preguntarla a otros. ¿En qué situaciones crees que esto puede ser útil? ¿Cómo puede ayudarte a mejorar tus relaciones con los demás? Comenta tus respuestas con tus compañeros.



Learn more

Now you will learn about ethnic, cultural, physical and geographical characteristics that we use to describe different people and places.

Ethnic and cultural characteristics



Block I

Who am I?

Mexico is a country with a rich ethnic diversity. Think about what ethnic groups there are in Mexico.

Ethnic and cultural characteristics refer to nationality, religion and ethnic groups. There is a richness of **diversity** in different countries and those aspects identify a culture, they are what distinguish a certain group of people from another. For example: language, beliefs and traditions.

In the following box you can check some of the most common ethnic groups and religions. You will learn more about this topic in your next course.

Ethnical and cultural characteristics	
Ethnic groups	Religion
African	Buddhist
Hispanic	Catholic
Asian	Christian
Mixed or <i>Mestizo</i>	Hindu
Arab	Jewish
White	Muslim
Black	
Caribbean	
Gypsy	



Diversity: the state or quality of being different or varied.





Practice what you are learning

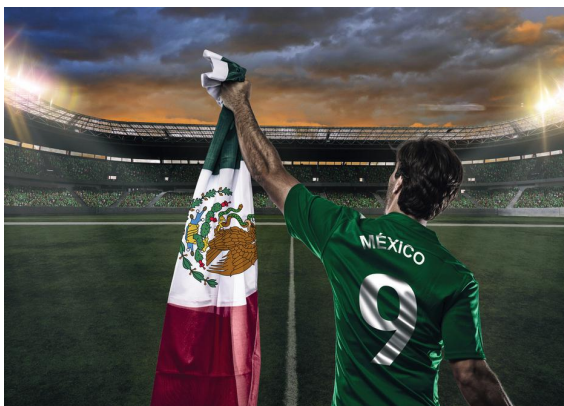


Activity 12

Complete the following chart with cultural information about your community. Look at the example.

Completa la siguiente tabla con información cultural de tu comunidad. Observa el ejemplo.

Tradition	Celebration	Food	Religion
<i>Day of the Dead (Día de Muertos)</i>	<i>Mother's Day</i>	<i>Tacos</i>	<i>Catholic</i>





Activity 13

Read the following text. Write a T if the sentence is true and an F if it is false.

Lee el siguiente texto y escribe T (true) si la oración es verdadera y F (false) si es falsa.

The largest ethnic group in Mexico is the *Mestizo* (mixed Spanish and indigenous **ancestry**). Mexican people are *family oriented* and it seems they really enjoy life no matter what their circumstances are. They love their country and are *very proud* of their cultural values, their flag and their traditions. Most people in Mexico are Catholic and very religious. Mexicans also have a good *sense of humor* and they are hard workers.



Ancestry: ancestors, family descent.

1. Mexicans are family oriented. _____
2. Mexicans feel proud of their cultural values, flag and traditions. _____
3. Mexicans don't have a good sense of humor. _____
4. Many people in Mexico are Jewish. _____
5. Mexicans do not work hard. _____

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.





Activity 14

Read the following dialogue and complete the sentences.

Lee el siguiente diálogo y completa las oraciones.

Oscar is a new student and Daniel is introducing him to a group of foreign students.

Daniel: Hello, I am Daniel. Let me present to you my friends Diana and Alberto.

Diana: Welcome to Veracruz.

Alberto: Hello, What is your name?

Oscar: My name is Oscar. Nice to meet you.

Alberto: Where are you from?

Oscar: I am from Spain.

Olga: Hi! My name is Olga. I am from Russia and this is my friend Ricardo.

Ricardo: I am from Mexico. Nice to meet you.

Ben: I am Ben and I am from Canada. This is Marisa, she is from Brazil.

Marisa: Hello! We are happy to be here!



“Nice to meet you” is a common expression used when you meet someone for the first time. It means that you are happy to know this person.

1. Who is from Veracruz? _____.

2. Ricardo is from _____.

3. _____ is from Russia.

4. Ben is the boy from _____.

5. _____ is from Brazil.

6. The names of the girls are _____,

_____, and _____.



Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

Block I

Who am I?



Activity 15

Act the previous dialogue in groups of eight.

Interpreten el diálogo anterior en grupos de ocho.



Question: Where are you from? Answer: I am from Canada.

Question: What is your nationality? Answer: I am Canadian.

When you share personal information, it is important to know where you are from and which your nationality is, so that you can talk about your country and your culture.

Study the following chart to know more about countries and nationalities.

Country	Nationality	Country	Nationality
Argentina	<i>Argentinian</i>	Ireland	<i>Irish</i>
Australia	<i>Australian</i>	Italy	<i>Italian</i>
Austria	<i>Austrian</i>	Japan	<i>Japanese</i>
Belgium	<i>Belgian</i>	Mexico	<i>Mexican</i>
Brazil	<i>Brazilian</i>	New Zealand	<i>New Zealander</i>
Canada	<i>Canadian</i>	Norway	<i>Norwegian</i>
Chile	<i>Chilean</i>	Panama	<i>Panamanian</i>
China	<i>Chinese</i>	Paraguay	<i>Paraguayan</i>
Colombia	<i>Colombian</i>	Poland	<i>Polish</i>
Cuba	<i>Cuban</i>	Portugal	<i>Portuguese</i>
Denmark	<i>Danish</i>	Russia	<i>Russian</i>
Dominican Republic	<i>Dominican</i>	Scotland	<i>Scottish</i>
El Salvador	<i>Salvadorean</i>	South Africa	<i>South African</i>
England	<i>English</i>	Slovakia	<i>Slovak</i>
Finland	<i>Finnish</i>	Spain	<i>Spanish</i>
France	<i>French</i>	Sweden	<i>Swedish</i>
Germany	<i>German</i>	Switzerland	<i>Swiss</i>
Greece	<i>Greek</i>	Taiwan	<i>Taiwanese</i>
Holland (Netherlands)	<i>Dutch</i>	Turkey	<i>Turkish</i>
Honduras	<i>Honduran</i>	United States	<i>American or US citizen</i>
India	<i>Indian</i>	Wales	<i>Welsh</i>
Iraq	<i>Iraqi</i>	Yugoslavia	<i>Yugoslav</i>



Fun challenge

Search for information about the country you would like to know. Write five sentences about it and share them with your classmates.



Learn more

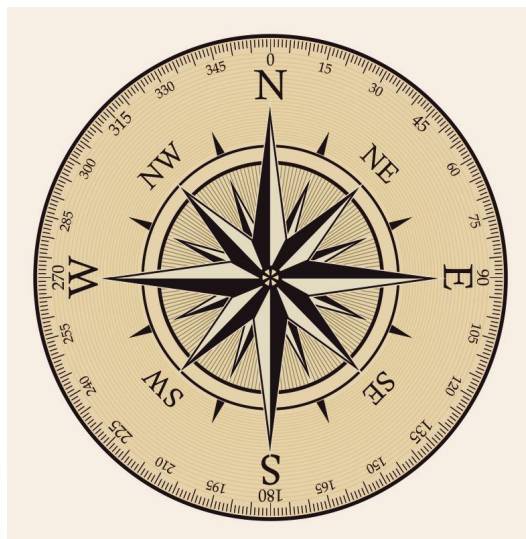
Geographical characteristics

Mexico is a country that is located in North America. It borders north (N) with the United States, to the west (W) and south (S) by the Pacific Ocean, to the east (E) by the Gulf of Mexico and to the south east (SE) by Belize, Guatemala and the Caribbean Sea. Mexico has thirty-one states and a federal district which is the national capital: Mexico City.

The main landforms in Mexican territory are beaches, rivers, valleys, canyons, lagoons, mountains, lakes and islands. There are also different **biomes** such as deserts, forest, steppes and jungles. Look at the following images.



Note: The four cardinal directions or cardinal points are the directions of north, east, south and west, commonly denoted by their initials: N, E, S, W. The intermediate (intercardinal, or ordinal) directions are northeast (NE), southeast (SE), southwest (SW), and northwest (NW).



Block I

Who am I?



Biome: a regional or global land area that is characterized by the plants, animals and climate.



beach



river



valley



canyon



lagoon



mountain



lake



island



desert



steppe



forest



jungle



Practice what you are learning



Activity 16

Match each word with its definition by putting the right letter in the parenthesis. Use a dictionary if necessary.

Relaciona cada palabra con su definición escribiendo en el paréntesis la letra correcta. Si es necesario usa un diccionario.

- a. Mountain () An area of sand or small stones besides an ocean or a lake.
- b. Beach () A mass of land that is surrounded by water.
- c. Island () A low area of land between mountains or hills, usually with a river flowing through it.
- d. Valley () A natural structure like a very big hill that is much higher than the usual level of land.
- e. Desert () A thick tropical forest.
- f. Jungle () A large area of land with few plants and little water and where the weather is always dry.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Apply what you have learned

Work with a classmate to answer the following questions. Then complete the chart with the information.

Trabaja con un compañero para contestar las siguientes preguntas. Después completa la tabla con la información.

1. In which state is your community located?
 2. What other states surround your community?
 3. What are some of the landforms that are in your state or close to it?
1. ¿En qué estado se localiza tu comunidad?
 2. ¿Qué estados rodean a tu comunidad?
 3. ¿Cuáles son algunas de las formaciones naturales que están en tu estado o cerca de él?

Block I

Who am I?

My community is in the state of	
The states that surround my community are	North: South: East: West:
Some of the landforms in my state or close to it are	



Think about what you have learned

In this part of block I you learned about ethnical, cultural and geographical characteristics. This information is useful to describe yourself as Mexican as well to appreciate the richness of ethnical, cultural and geographic diversity of Mexico. How can this help you to understand people from other cultures? Discuss your answer with your classmates and your teacher.

En esta parte del bloque I aprendiste acerca de las características étnicas, culturales y geográficas. Esta información es útil para describirte como mexicano y para apreciar la riqueza de la diversidad étnica, cultural y geográfica de México. ¿Cómo puede esto ayudarte a comprender a personas de otras culturas? Comenta tu respuesta con tus compañeros y tu maestro.



Learn more

Physical characteristics

Physical characteristics describe how a person looks. In the next chart you can see useful vocabulary.

Complexion/ Complexión	Height/ Altura	Appearance/ Apariencia	Age/ Edad
fat/gordo	tall/alto	beautiful/hermoso (a)	young/joven
thin/delgado	short/bajo	pretty/bonito (a)	old/viejo
skinny/flaco	medium height/ estatura media	cute/lindo (a)	teen/adolescente
slim/esbelto		ugly/feo (a)	adult/adulto
		handsome/guapo	baby/bebé
		strong/fuerte	child/niño
		good-looking/ bien parecido	new born/ recién nacido
		attractive/atractivo	grown up/adulto, mayor de edad
			elder/anciano, mayor

Hair color/ Color de cabello	Hair type/ Tipo de cabello	Hair length/ Largo de cabello
blonde/rubio	straight/liso	short/corto
brunette/castaño	curly/rizado	long/largo
red head/pelirrojo	wavy/ ondulado	medium length/ medio largo
black/negro		bold/calvo
grey/gris, canoso		
white/blanco		



To describe a person we use *is*: She *is* thin.

When we talk about hair type we use *has/have*: She *has* curly hair.

Block I

Who am I?



Practice what you are learning



Blanca



Antonio



Santiago



Activity 17

Look at the images and write three sentences to describe each person's physical characteristics.

Observa las imágenes y escribe tres oraciones para describir las características físicas de cada persona.

Blanca

1. _____.
2. _____.
3. _____.

Antonio

1. _____.
2. _____.
3. _____.

Santiago

1. _____.
2. _____.
3. _____.



Activity 18

Think about a famous artist/singer and write a physical description about him/her. Use the vocabulary you learned. Read the description out loud. Your classmates have to guess who he or she is.

Piensa en un artista o cantante famoso y escribe una descripción física utilizando el vocabulario aprendido. Lee la descripción en voz alta. Tus compañeros tienen que adivinar quién es.



Learn more

Family members

When we are with our friends we usually talk about our family. For example: your mother, father, sister or brother. Family members are anyone that you are related to. In our society there are different types of families. Family is very important because they help and support you; they are the people we share many experiences with.

Study the vocabulary about family members in the next charts.

Immediate family/Familia cercana		Extended family/Familia extensa	
Father/Padre Son/Hijo Brother/Hermano Husband/Esposo	Mother/Madre Daughter/Hija Sister/Hermana Wife/Esposa	Great great grandfather/ Tatarabuelo Great grandfather/ Bisabuelo Grandfather/Abuelo Grandson/Nieto Uncle/Tío Cousin/Primo Nephew/Sobrino	Great great grandmother/ Tatarabuela Great grandmother/ Bisabuela Grandmother/Abuela Granddaughter/Nieta Aunt/Tía Cousin/Prima Niece/Sobrina

Block I

Who am I?

The In-Law family / Familia política

Father-in-law/Suegro

Mother-in-law/Suegra

Brother-in-law/Cuñado

Sister-in-law/Cuñada

Son-in-law/Yerno

Daughter-in-law/Nuera

Note: All our family members are our relative (*parientes*). When we talk about both mother and father we say: parents (*padres*). When we talk about a both grandmother and grandfather we say: grandparents (*abuelos*). When we talk about both granddaughter and grandson we say: grandchildren (*nietos*).



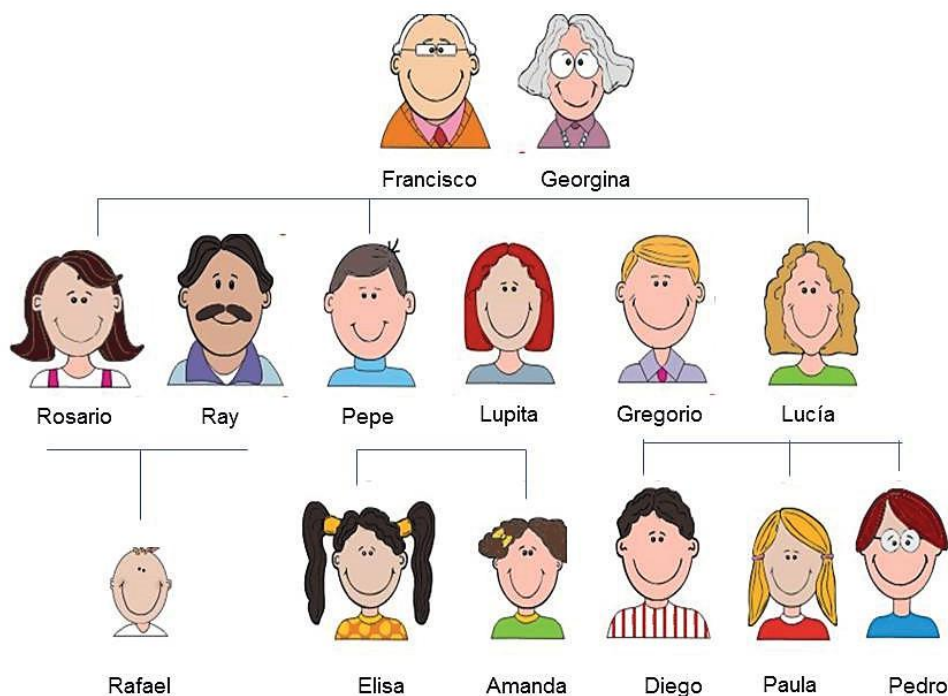
Practice what you are learning



Activity 19

Look at this family tree. Francisco and Georgina have a large family; they have three children, three in-laws and six grandchildren. Can you identify them?

Observa el siguiente árbol genealógico. Francisco y Georgina tienen una gran familia; tienen tres hijos, tres familiares políticos y seis nietos. ¿Puedes identificarlos?



Now complete the sentences using the words from the next box. Look at the example.

Ahora completa las oraciones usando las palabras del siguiente cuadro. Observa el ejemplo.

father-in-law	sister-in-law	daughter	brother	father
granddaughter	sister	cousin	uncle	nephew
grandmother	brother-in-law	grandson	niece	son-in-law
daughter-in-law	husband	wife	mother	son
grandfather	mother-in-law	aunt		

Note: One of the uses of the apostrophe (') is to show possession. For example: Rafael is Ray's son means that Rafael is *his* son.
Rafael is *the son of* Ray.

Paula is Georgina's granddaughter.

- Diego is Pedro's _____.
- Elisa is the _____ of Lucia.
- Francisco is Rosario's _____.
- Gregorio is Pepe's _____.
- Lupita is Pepe's _____.
- Pedro is Rosario's _____.
- Georgina is Amanda's _____.
- Georgina is the _____ of Ray.
- Lupita is Rosario's _____.
- Elisa is Lupita's _____.
- Rafael is the _____ of Paula.
- Francisco is Paula's _____.
- Lucia is Rafael's _____.
- Gregorio is Georgina's _____.

Block I

Who am I?

15. Amanda is Elisa's _____.
16. Lupita is the _____ of Francisco.
17. Ray is Rosario's _____.
18. Pepe is Francisco's _____.
19. Georgina is the _____ of Pepe.
20. Francisco is Gregorio's _____.
21. Rafael is Georgina's _____.
22. Pepe is the _____ of Diego.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Apply what you have learned

Make a family tree of your own family and present it to your classmates. You can use the following example and make it as big as you need.

Elabora un árbol genealógico de tu familia y preséntalo a tus compañeros. Puedes usar el siguiente ejemplo y hacerlo tan grande como necesites.





Think about what you have learned

In this part of block I you learned about family members. How is your family composed? Why is it important to communicate with your family? Do you think you can teach them what you have learned in English?

En esta parte del bloque I aprendiste sobre los miembros de la familia. ¿Cómo está conformada tu familia? ¿Por qué es importante la comunicación dentro de la familia? ¿Crees que puedes enseñarles lo que has aprendido en inglés?

When we learn English, verbs are very important. Verbs are words that describe an action. We use verbs to talk about what people do. We can describe what people do in the present, past and future. In this part of block I, you will learn about verbs in the simple present.



run



jump



dance



cook



sing



laugh



drink



Learn more

Simple present

Simple present has several uses in English.

Repeated actions

Simple present is used to express an action that is repeated or usual. The action can be a habit, a hobby, a daily event, a schedule even or something that happens often. Look at the examples:

I play soccer.

The train leaves at 8 am.

The Earth circles around the sun.

I wake up at 6 am.

Block I

Who am I?

Simple statements or facts and generalizations

Simple present is used to indicate that the speaker believes a fact to be true, now, before and in the future. It is also used to make generalizations about people or things. Look at the examples:

Cats like milk.
Mexico City is the capital of Mexico.
Windows are made of glass.

Scheduled events in the near future

Speakers occasionally use the simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well. Look at the examples:

The train leaves at 4 pm.
The party starts at 8 pm.
We have classes tomorrow.

In the following chart you can see an example of a verb in simple present:

Subject	Verb	Complement
I	learn	english at school.
You	learn	english at school.
He	learns	english at school.
She	learns	english at school.
We	learn	english at school.
You	learn	english at school.
They	learn	english at school.

Learn about the spelling for the verbs in Grammar Box.

Grammar Box 3

Spelling for the verbs/Escritura de los verbos

The spelling for the verb in the third person singular (he, she, it) differs depending on the ending of that verb/La escritura del verbo en tercera persona del singular (él, ella, eso) cambia dependiendo de su terminación.

1. For verbs that end in *o*, *ch*, *sh*, *ss*, *x* or *z* we add *es* / En los verbos que terminan en *o*, *ch*, *sh*, *ss*, *x* o *z* agregamos *es*.

go - goes
catch - catches
wash - washes
kiss - kisses
fix - fixes
buzz - buzzes

2. For verbs that end in a *consonant* + *y*, we remove the *y* and add *ies* / En los verbos que terminan en una *consonante* + *y*, quitamos la *y* agregando *ies*.

marry - marries
study - studies
carry - carries
worry - worries

To make a negative sentence in english we normally use *do not* or *does not* and in contracted form we use: *don't* or *doesn't*. Look at Grammar Box 4.

Note: For verbs that end in a vowel + *Y*, we just add *-S*.

Examples: play – plays, enjoy – enjoys, say – says.

Grammar Box 4 Negative and Contracted form of simple present	
Negative form	Contracted Form
I <i>do not</i> eat meat.	I <i>don't</i> eat meat.
You <i>do not</i> eat meat.	You <i>don't</i> eat meat.
He <i>does not</i> eat meat.	He <i>doesn't</i> eat meat.
She <i>does not</i> eat meat.	She <i>doesn't</i> eat meat.
It <i>does not</i> eat meat.	It <i>doesn't</i> eat meat.
We <i>do not</i> eat meat.	We <i>don't</i> eat meat.
You <i>do not</i> eat meat.	You <i>don't</i> eat meat.
They <i>do not</i> eat meat.	They <i>don't</i> eat meat.



Practice what you are learning



Activity 20

Complete the sentences with the simple present.

Completa las oraciones utilizando el presente simple.

1. They _____ soccer at school. (to play)
2. She _____ a letter. (not/ to write)
3. _____ you _____ english? (to speak)

Block I

Who am I?

4. My parents _____ fish. (not/ to like)
5. _____ Ana _____ any brothers? (to have)
6. Jessica _____ in an office. (to work)
7. Luis _____ very fast. (not/read)
8. _____ Fernanda and Javier _____ to the church every sunday? (to go)
9. The plane _____ at 9:15 am. (not/to leave)
10. _____ Elisa _____ orange juice? (to drink)

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Apply what you have learned

Create your own **flashcards** for verbs by drawing or printing them. Write the verb in the back.

Crea tus propias tarjetas didácticas de verbos dibujándolas o imprimiéndolas. Escribe el verbo en la parte de atrás.

In groups of four, show a flashcard and other member of the group has to guess what verb it is. To make it more interesting ask them to say the verb in simple present in affirmative, negative or question form and in first, second or third person. If he or she guesses the verb correctly he/she takes the flashcard. The team with the most flashcards wins.

En equipos de cuatro, uno muestre una tarjeta con la imagen y otro miembro del equipo tiene que adivinar qué verbo es. Para hacerlo más difícil pídanle que conjugue el verbo en presente simple ya sea en primera, segunda o tercera persona. Gana la tarjeta si la respuesta es correcta. El equipo con mayor número de tarjetas es el ganador.



Flashcard: card with picture or text.



Fun challenge

Write a brief description of a classmate. Then work in groups of five and read your texts. You have to guess who those persons are.



Think about what you have learned

In this part of block I you learned about simple present. You can use it to talk about the things and activities you enjoy every day. Think of other situations in which you can use the simple present. Discuss your answers with your classmates and your teacher.

En esta parte del bloque I aprendiste sobre el presente simple. Puedes utilizarlo para hablar de las cosas y actividades que disfrutas diariamente. Piensa en otras situaciones en las que puedes usar el presente simple. Comenta tus respuestas con tus compañeros y con tu maestro.



Profile: a short biographical description of a subject.

Closure activity

Family member's profile

Make a **profile** about a family member and write a description about him /her including the following aspects.

Elabora un perfil de un miembro de tu familia y escribe una descripción de él o ella incluyendo los siguientes aspectos.

- Personal information.
- Physical description
- Things he/she does.
- *Información personal.*
- *Descripción física.*
- *Cosas que hace.*

Consult the list of verbs at the end of the book, use the vocabulary from this block and be sure to use the simple present. When you finish present it to your classmates.

Consulta la lista de verbos que está al final del libro, utiliza el vocabulario del bloque y asegúrate de usar el tiempo presente. Cuando termines preséntalo a tus compañeros.

Look at the following example.

Observa el siguiente ejemplo.

Interesting facts about my sister

My sister



Personal information

Name: Amanda Salas Peña.

Age: 16 years old.

Telephone Number: 52 64 78 96 23

Address: 1101 Camelia Street,
Guadalajara, Jalisco.

Nationality: Mexican.

Family Member: sister.

Physical description

She is *tall* and *thin*. She is *beautiful*. She has *black hair* and *pretty eyes*. She is *young*.

Things he / she does



She *plays* soccer. She *eats* pizza. She *watches* TV. She *reads* books and she *listens* to music. She *smiles* every day.

Evaluate your work using the following criteria. When you finish, share and discuss your evaluation with your teacher.

Evalúa tu trabajo usando la siguiente rúbrica. Cuando termines, comparte y comenta tu evaluación con tu maestro.

Aspects of evaluation	Excellent 4	Good 3	Fair 2	Unsatisfactory 1
Personal information	Presents 6 aspects of personal information.	Presents 4-5 aspects of personal information.	Presents 2-3 aspects of personal information.	Presents 1 aspect of personal information.
Physical description	Presents 6 aspects of physical description.	Presents 4-5 aspects of physical description.	Presents 2-3 aspects of physical description.	Presents 1 aspect of physical description.
Things he/she does	Uses 6 verbs to describe activities.	Uses 4-5 verbs to describe activities.	Uses 2-3 verbs to describe activities.	Uses only 1 verb to describe an activity.
Use of language	Writes full sentences. Makes 1-2 grammar, spelling or punctuation mistakes.	Writes some full sentences. Makes 3-5 grammar, spelling or punctuation mistakes.	Makes a list of activities. Makes 6-8 grammar, spelling or punctuation mistakes.	Does not write sentences. Makes 9 + grammar, spelling or punctuation mistakes.
Speaking	Makes a fluent presentation, has 1-2 pronunciation errors.	Makes a fluent presentation, hesitates or pauses 2-4 times. Has 3-5 pronunciation errors.	Hesitates and pauses 5-6 times. Has 6-8 pronunciation errors.	Does speak in full sentences, says a few words. Has 9 + pronunciation errors.
Total points				

5 points	Unsatisfactory
6 - 10 points	Fair
11 - 15 points	Good
16 - 20 points	Excellent

Cierre del bloque I

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque I es importante que completes la siguiente tabla de manera consciente y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente

89 - 70% = Requerí apoyo para construir el aprendizaje

69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente

49% o menos = No logré el aprendizaje

		Nivel de avance			
Contenidos curriculares		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Utilizo las estructuras gramaticales del bloque correctamente.				
	Identifico correctamente el vocabulario del bloque.				

		Nivel de avance			
Contenidos curriculares		100-90%	89-70%	69-50%	49% o menos
Procedimentales	Puedo presentarme y presentar a otras personas de manera escrita y oral.				
	Describo las características físicas, étnicas y culturales de una persona de manera escrita y oral.				
	Describo actividades que realizo en el presente simple y utilizo el verbo To Be correctamente, de manera oral y escrita.				

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Actitudinales	Comparto mi opinión y considero las opiniones de otros.				
	Reconozco y respeto diferentes puntos de vista y entiendo la importancia de la diversidad.				
	Trabajo en equipo de manera colaborativa.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones.

¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque I?

¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?

¿De qué manera el reconocerte como persona, con tus particulares y valiosas características, te ayuda a comprender a los demás y a tener una convivencia armónica con ellos?

Conclusiones personales:

Registro del avance

Competencias genéricas y disciplinares del bloque I

Instrucciones: Al concluir el bloque I registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)

M = Medio (Está en vía de desarrollo)

B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Se comunica en una segunda lengua en situaciones cotidianas.	
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.	

Competencias disciplinares	Nivel de avance
Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.	
Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.	
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Write the new words that you have learned and their definitions.

[illegible]



Block I

Who am I?

Notes

Notes

Block II

What I do and how I live



Introduction

In block II you will learn to use the simple present in many grammatical ways such as to describe your daily routines as well as your lifestyle and compare them with other people. You will also learn the use of adverbs of frequency through reading and listening activities and you will learn to write short texts.

The simple present is usually used to talk about states, routines, schedules and regular actions. It is also used to describe what people do in their jobs and occupations.

What competences will you develop?

Competencias genéricas	Atributo
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	• <i>Se comunica en una segunda lengua en situaciones cotidianas.</i>
7. Aprende por iniciativa e interés propio a lo largo de la vida.	• <i>Articula saberes de diversos campos y establece relaciones entre ellos y su vida cotidiana.</i>
8. Participa y colabora de manera efectiva en equipos diversos.	• <i>Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.</i>
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	• <i>Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.</i>

Competencias disciplinares
• Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. • Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural. • Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

What is the purpose of block II?

You will be able to understand the simple present with its variations and apply it to daily activities and life styles as well as the routines of people you know by developing writing and speaking competencies.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	- Simple present. - Third person of singular. - The auxiliary verb To Do. - The verb To Have. - Sport, work and leisure activities. - Community activities and public places. - Public transportation. - Adverbs of frequency. - Wh questions.	- Studying grammar structures. - Recognizing some of the public places and transportation. - Distinguishing some categories of vocabulary such as community activities, public places and transport.
Procedural	- Share opinions and reflect about other life styles. - Compare your life with others. - Read and write texts in simple present.	- Solving exercises and applying the grammar structures studied in this block. - Making questions to find out personal information of own family and friends. - Writing daily routines using correct grammar structures in simple present. - Creating a text to describe life styles noticing the changes in verbs in simple present in third person of singular. - Making questions to find out different life styles and routines to elaborate a text in simple present.
Attitudinal	- Value team work done with order and cleanness through all the activities. - Share ideas through learning products to promote collaborative work.	- Making texts and presentations with relevancy. - Being respectful to others opinions and defending your own. - Understanding and following instructions in a proper way.

How much time will you need?

You will be able to complete block II in twelve hours, including block revision, activities, products and self-evaluation.

Learning evaluation: evidences

In block II you will complete the following activities that will allow you to see the development of your competencies:

- Interview to some classmates and report.
- Paragraph about daily routines.
- Wh questions on new situations.
- Comparison about your life and the lives of others.

Block II

What I do and how I live



What do you know? (Previous knowledge and competencies)

A verb is often defined as a word which shows action or state of being. The verb is the *heart* of the sentence. One of the most important things about verbs is their relationship to time.

Un verbo se define como la palabra que muestra acciones o estados del ser. El verbo es el corazón de la oración. Uno de los puntos más importantes del verbo es su relación con el tiempo.

A. Look at the words in the following box and underline the verbs.

Observa las palabras del siguiente cuadro y subraya los verbos.

work	table	brother	play	wear	breakfast
dog	sleep	speak	school	friend	read

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

B. Look at the pictures and try to describe each one of them. What kind of actions do you see in the images? Share your answer with a classmate.

Observa las imágenes y trata de describir cada una. ¿Qué tipo de acciones ves? Comenta tu respuesta con un compañero.



C. For describing actions happening now, we use the simple present of a verb. Read the following sentences and look how the verbs are formed and used. Pay attention to the changes that occur at the end of the verb.

Para describir las acciones que suceden ahora, se utiliza el tiempo presente de un verbo. Lee el siguiente texto y observa cómo se forman y usan los verbos. Pon atención en los cambios que ocurren al final de los verbos.

Miguel is a taxi driver. He drives a taxi. But on Sundays, he doesn't drive his taxi. He stays at home.

Clara is a teacher. She works in a small school and she loves her students.

The verbs be, drive, stay, work and love are in the simple present.

D. Look around the class. Complete the following chart with the name of some of your classmates and some common actions in a classroom. Look at the example.

Observa tu clase. Completa la siguiente tabla con el nombre de tus compañeros y con acciones comunes en un salón de clases. Observa el ejemplo.

Name	Action
Juan	reads a book

Was it easy to identify actions that happen now? Discuss it with your classmates and your teacher. It will be useful to focus on your strengths and opportunities.

¿Te fue fácil identificar las acciones que ocurren en el momento? Coméntalo con tus compañeros y tu maestro. Te servirá para concentrarte en tus fortalezas y oportunidades.

It is important to identify your level of expertise in the competencies that you will develop in block II by answering the next questions. Mark the box that corresponds to your level with an X.

Es importante que identifiques tu nivel de desempeño en las competencias que desarrollarás en el bloque II. Para ello contesta las siguientes preguntas, marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Articulas saberes de diversos campos y estableces relaciones entre ellos y tu vida cotidiana?			
¿Aportas puntos de vista con apertura y consideras los de otras personas de manera reflexiva?			
¿Dialogas y aprendes de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de tus propias circunstancias en un contexto más amplio?			

If you answered most of them with *Siempre* (always) then your level of proficiency is high. If you answered most of them with *A veces* (sometimes) or *Nunca* (never) then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron "Siempre" significa que tu desempeño actual es alto; si la mayoría fueron "A veces" o "Nunca" significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Let's begin



Learn more

Simple present

Simple present is usually used to talk about states, routines, schedules and regular actions. It is also used to describe what people do in their jobs and occupations. It is possible to use simple present or present simple to describe the same tense. Both are correct.

The uses of the affirmative form of the simple present are shown in Grammar Box 1.

Grammar Box 1	
Affirmative form of simple present/ Forma afirmativa para el presente simple	
Pronoun/Pronombre	Verb/Verbo
I/Yo (singular)	play
You/Tú (singular)	play
He/Él (singular)	plays
She/Ella (singular)	plays
It/Eso, esa (singular)	plays
We/Nosotros (plural)	play
You/Ustedes (plural)	play
They/Ellos (plural)	play

In the simple present, verbs in the third person of singular (he, she and it) always take an "s". For example: he *plays*, she *sings*, it *seems*.

Look at the following sentences:

- Maria and Pedro *speak* English properly.
- My mother *works* in a restaurant **downtown**.

Look at Grammar Box 2 to study the spelling rules.



Downtown: the central or lower part of a city, specially the main commercial area.

Grammar Box 2				
Spelling rules/Reglas para la escritura				
Silent e	Vowel + y	Consonant + y	Verbs ending in o	Verbs ending in s, z, sh, tch, ch
close = closes note = notes	play = plays say = says	study = studies marry = marries	go = goes do = does	miss = misses buzz = buzzes catch = catches finish = finishes teach = teaches
Silent e Vowel + y Consonant + y Verbs ending in o Verbs ending in s,z,sh,tch,ch	<i>She closes the door.</i> <i>He plays with his brother.</i> <i>Celia studies German.</i> <i>Diego goes to the park.</i> <i>Maria teaches in the new school.</i>			



Practice what you are learning



Activity 1

Underline the correct form of the verbs in parentheses. Look at the example.

Subraya la forma correcta de los verbos en paréntesis. Observa el ejemplo.

Alejandro (gets/getes) up every day at 6:00 am.

1. Roberto (washes/washes) his hair.
2. She (drinks/drinks) coffee with her breakfast.
3. He (brushes/brushes) his teeth.

Block II

What I do and how I live

4. She (begins/begines) work at 10:00.
5. Pilar (watch/watches) TV.
6. Daniel (sleeps/sleepes) seven hours.
7. Juanita (speaks/speakes) Nahuatl.
8. My mom (stays/stayes) at home.
9. Luis (playes/plays) soccer.
10. He (walks/walkes) home.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 2

Write the correct form of the verb in third person of singular.

Escribe la forma correcta de los verbos en tercera persona del singular.

1. go _____.
2. fly _____.
3. run _____.
4. watch _____.
5. eat _____.
6. write _____.
7. speak _____.
8. read _____.
9. sleep _____.
10. do _____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 3

Complete the following sentences with the right form of the verb.

Completa las siguientes oraciones con la forma correcta del verbo.

1. Pedro and Luis _____ (play) soccer.
2. Maria _____ (read) a novel.
3. We _____ (eat) enchiladas with my mom.
4. I _____ (run) very fast.
5. You _____ (watch) TV at night.
6. He _____ (buy) candies for the children.
7. Estela _____ (fly) in an airplane.
8. Raul _____ (cook) delicious!

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Learn more

Third person of singular

The auxiliary verb *To Do*

We use the auxiliary verb *To Do* when we want to ask questions with yes or no as an answer. We use *do* or *does* depending on the subject.

Look at Grammar Box 3 and study the interrogative form of the verb in simple present.

Block II

What I do and how I live

Grammar Box 3					
Interrogative form in simple present/ Forma interrogativa en presente simple					
Auxiliary	Subject	Verb	Short affirmative answers	Short negative answers	Short negative answers with contractions
Do	I	play?	Yes, I/you/we/they do.	No, I/you/we/they do not.	No I/you/we/they don't.
Do	you	play?			
Do	we	play?			
Do	they	play?			
Does	he	play?	Yes, he/she/it does.	No, he/she/it does not.	No, he/she/it doesn't.
Does	she	play?			
Does	It	play?			

In the interrogative forms, we use *do* or *does*. Look at the examples:

- *Do you like the house?*
- *Does she go to school?*
- *Do they play football?*

Verbs never take an "s" in the negative and interrogative forms. In these cases the verb remains in the infinitive form.

As said before, we use the auxiliary verb *To Do* to form questions with yes or no as an answer. We use *do* or *does* for affirmative answers and *do not* or *does not* for negative answers.

Look at the examples:

- *Do you like ice cream?*
Yes, I *do*.
No, I *do not*.
- *Does he play baseball?*
Yes, he *does*.
No, he *does not*.

For short answers in negative we can use the contractions. Look at the following examples:

- Does he swim?
No, he *doesn't*.
- Do you smoke?
No, I *don't*.



Practice what you are learning



Activity 4

Answer the questions using short answers. Look at the example.

Responde las preguntas usando respuestas cortas. Observa el ejemplo.

Do you play the guitar?

Yes, I do/No, I don't.

1. Do you like cars? _____.
2. Do you watch soccer? _____.
3. Does your teacher give you a lot of homework? _____.
4. Do you have a sister or a grandfather? _____.
5. Does your uncle live in Mexico? _____.
6. Do your brothers swim? _____.
7. Does your father work? _____.
8. Do you have a **computer**? _____.
9. Does your grandmother like tacos? _____.
10. Does your father like tacos? _____.
11. Does your mother listen to the radio? _____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Computer: an electronic machine for processing information.



Activity 5

Write questions with the following words. Look at the example.

Escribe preguntas con las siguientes palabras. Observa el ejemplo.

like pozole / Pedro

Does Pedro like pozole?

1. do homework / we

_____.

2. open the door / your grandmother

_____.

3. wash the dishes / you

_____.

4. drink coffee / they

_____.

5. play the guitar / Memo

_____.

6. run in the school / Maria

_____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 6

Complete the negative sentences using the words in parenthesis. Look at the example.

Completa las oraciones en negativo usando las palabras del paréntesis. Observa el ejemplo.

Diego likes coffee, but he (not, drink) _____ tea.

Diego likes coffee, but he doesn't drink tea.

1. My sister likes sandwiches, but she (not, eat) _____ pizza.
2. I wash clothes, but I (not, wash) _____ dishes.
3. My dad has a new sweater, but he (not, use) _____ it.
4. Lucia likes water, but she (not, drink) _____ coffee.
5. Raul likes banda music, but he (not, like) _____ rock music.
6. My teachers dance very well, but they (not, sing) _____ well.
7. My friends and I play guitar, but we (not, play) _____ **drums**.
8. Lupita drives a car, but she (not, drive) _____ buses.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Drums: a musical instrument played with hands or sticks.

Block II

What I do and how I live



Learn more

The verb To Have

We use the verb *To Have* to indicate possession. We use *have* or *has* depending on the subject. The simple present of this verb consists of *have* for the first and second person of singular and first, second and the third person of plural. *Has* is only used for the third person of singular. See Grammar Box 4 for examples of each person.

Grammar Box 4	
Use of have and has/ Uso de "have" y "has"	
I	have two sisters.
You	have a new TV.
He	has a good teacher.
She	has an old car.
It	has a nice view.
We	have problems.
You	have good notes.
They	have a bad day.

When using the verb *To Have* in negative form, you have to use the auxiliary verb *To Do*, as explained previously. Look at the following examples.

- Pedro *does not* have a dog.
- We *do not have* a vegetable garden in our house.

When making questions we also use the auxiliary verb *To Do*. Look at the following examples of questions and answers.

- *Does* Elvira have children? Yes, she *does*.
- *Do* you have a cat? No, I *don't* (*do not*).



Practice what you are learning



Activity 7

Read the following text and complete the sentences with *have* or *has*.

Lee el siguiente texto y completa las oraciones con "have" o "has".

Carolina ____ a brother, Daniel. They **both** _____ good jobs. Carolina _____ a new house. Daniel _____ an apartment. The apartment _____ one bedroom. It also _____ a large kitchen. Carolina and Daniel sometimes _____ dinner together.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Both: the one and the other.



Activity 8

Write five sentences using *have* and *has* to describe yourself and your best friend.

Use affirmative and negative forms. Look at the example.

Escribe cinco oraciones usando "have" and "has" para describirte y para describir a tu mejor amigo (a). Intenta usar la forma afirmativa y la interrogativa. Observa el ejemplo.

I	My best friend
<i>I have brown hair.</i> <i>I have brown eyes.</i>	<i>She/He has black hair.</i> <i>She/He doesn't have brown eyes.</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Block II

What I do and how I live



Activity 9

Write a question with *have* or *has* using the information. Look at the example.

Escribe una pregunta con "have" o "has" usando la información. Observa el ejemplo.

Laura / a new dress.

Does Laura have a new dress?

1. Paco / new friends.

_____.

2. Jorge and his father / an old car.

_____.

3. Mariana / red flowers.

_____.

4. Anita and Cristina / a party next sunday.

_____.

5. The dog / food and water.

_____.

6. We / a math exam / on monday.

_____.

7. You / a nice teacher.

_____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Apply what you have learned

Choose two of your classmates (a boy and a girl). Ask them about the things they have and do. Use the following chart to write some information and to write a brief report of the interview in simple present. Look at the example.

Escoge a dos compañeros (un chico y una chica). Pregúntales sobre las cosas que tienen y las cosas que hacen. Usa la siguiente tabla para escribir la información y para redactar un pequeño reporte de la entrevista en presente simple. Observa el ejemplo.

Pilar	
• Has a pretty house. • Has a lot of friends. • Does not speak Nahuatl. • Has brown hair. • Does not have brothers. • Sings very nice.	<i>Pilar has a pretty house and a lot of friends. She has brown hair and sings very nice. She doesn't speak Nahuatl and doesn't have brothers.</i>

Name	
Information	Report

Name	
Information	Report



Think about what you have learned

In this part of block II you learned the different forms of the simple present, including the use of the auxiliary *To Do* in questions and short answers. You also learned how to use the verb *To Have* to talk about possessions. How could this help you to listen, understand and talk about actions in the present with relatives and friends? Discuss it with your classmates.

En esta parte del bloque II aprendiste las diferentes formas del presente simple, incluyendo el uso del auxiliar "To Do" en preguntas y respuestas cortas. También aprendiste el uso del verbo "To Have" para hablar de posesiones. ¿Cómo te puede ayudar esto a escuchar, entender y hablar sobre acciones en el presente con amigos y familiares? Coméntalo con tus compañeros.

Block II

What I do and how I live



Learn more



Maybe:
a
possibility.

Sport, work and leisure activities

There are some activities that are common in our daily routines. However, not all of them are done by everybody. For example, in the morning, your mom usually prepares breakfast and your dad goes to work. In the afternoon, you play football, go to work or do homework. At night, you **maybe** read a book. So, everybody in the family has different activities: at work, for recreation and sports.

In the following charts you can see some vocabulary about sport, leisure and work activities.

<i>Sport activities / Actividades deportivas</i>	<i>Leisure activities / Actividades recreativas</i>	
Aerobics / Aerobics Athletics / Atletismo Baseball / Beisbol Boxing / Boxeo Cycling / Ciclismo Diving / Clavados Soccer / Fútbol Horse riding / Montar a caballo Jogging / Trotar Running / Correr Swimming / Natación	Collect things / Coleccionar cosas Coloring / Colorear Dancing / Bailar Gardening / Practicar jardinería Drawing / Dibujar Go on a picnic / Ir de día de campo Go out with friends / Salir con amigos Go to the movies / Ir al cine Learn to cook / Aprender a cocinar	Listen to music / Escuchar música Play an instrument / Tocar un instrumento Play games / Jugar algún juego Read / Leer Solve puzzles / Armar rompecabezas Spend time with the family/ Pasar tiempo con la familia Travel / Viajar Watch TV / Ver TV

<i>Work activities / Actividades laborales</i>	
Accountant/Contador Baker/Panadero Barber/Peluquero Bricklayer/Albañil Builder/Constructor Carpenter/Carpintero Cashier/Cajero Cleaner/Personal de limpieza Dentist/Dentista Doctor/Doctor Driver/Conductor Engineer/Ingeniero Farmer/Granjero, campesino	Gardener/Jardinero Hairdresser/Peinadora Lawyer/Abogado Nurse/Enfermera Policeman/Policía Postman/Cartero Reporter/Reportero Secretary/Secretaria Tailor/Sastre Teacher/Maestro Vet/Veterinario Waiter/Mesero Waitress/Mesera Worker/Trabajador

What are some other activities that you do at home and school? What activities do you enjoy in your free time? What are some activities that your parents do at work?



Practice what you are learning



Activity 10

Look at the following pictures and compare them with the activities that you and your parents do. Are their activities similar or different from yours? Why? Discuss them with your classmates.

Observa las siguientes imágenes y compáralas con las actividades que tú y tus padres realizan. ¿Sus actividades son similares o diferentes a las tuyas? ¿Por qué? Coméntalo con tus compañeros.





Learn more

Community activities and public places

In public places people can meet and interact with persons from their community. There are places that you can go with your family for example the market, the park, the church and the public squares. By going to these public places people can get to know each other and create strong community.

In the market people can buy food, clothes, fruits, vegetables, kitchen items and in some places even animals. It is also important to have fun with your family and friends. Many people enjoy going to the park to walk and play some sport. In some communities it is common to celebrate religious ceremonies. People go to churches and pray with their families.

One of our traditions in Mexico is to celebrate the day of independence. On september 15th, people in different cities and towns get together in the city center known as the "zocalo" or main square. There they buy foods, drinks, toys, and watch fireworks while they enjoy mexican music.

There are other public places such as: school, bank, restaurant and museum.



Practice what you are learning



Activity 11

Look at the following list of places and check (X) the ones that are in your community.
Observa la siguiente lista de lugares y marca (X) las que se existen en tu comunidad.

Park _____	Gas station _____
School _____	Market _____
Police station _____	Post office _____
Hospital _____	Church _____



Learn more

Public transportation

In Mexico there are many ways to go from one place to another: by bus, by plane, by subway, by train, by ferry, by car (taxi), etc. Animals, such as horses and mules, can also be used as transportation between small communities in the mountains, jungle, etc.



Practice what you are learning



Activity 12

Read the following text and answer the questions.

Lee el siguiente texto y responde las preguntas.

Public transportation in Mexico

Mexico is a large country. Fortunately, there are many ways to go from one place to another. Buses are the main form of long-distance public transportation in Mexico. There are modern luxury buses and also retired and old school buses that go all around the cities and towns. However, air travel is the fastest and most convenient way to get from one place to another, particularly if you will be covering long distances. Taxis are common in Mexico, especially in the big cities, but they are expensive. Mexico City has the second largest metro system in North America and offers an excellent way to get around the city.

Block II

What I do and how I live

1. Are there modern buses in Mexico?

_____.

2. Which is the fastest way to get from one place to another?

_____.

3. Are taxis **cheap**?

_____.

4. Is the Metro system in Mexico City the shortest one in North America?

_____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Cheap: costing relatively little; inexpensive.



Activity 13

Write each word from the following box next to its definition.

Escribe cada palabra del siguiente cuadro junto a su definición.

bus

train

boat

bike

taxi

airplane

1. A large motor vehicle carrying passengers by road. _____

2. A vehicle with wings. _____

3. A vehicle composed of two wheels, one behind the other and that uses pedals.

4. A series of railroad cars moved as a unit. _____

5. A private car that you pay for going to one place to another. _____

6. A water vehicle. _____

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 14

Think about your community and decide which public transportation is the best option to use. Discuss your opinion with your classmates and teacher. Write your conclusions.

Piensa en tu comunidad y decide qué medio de transporte es la mejor opción. Comenta tu opinión con tus compañeros y maestro. Escribe tus conclusiones.

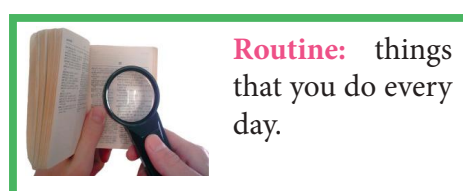


Learn more

Adverbs of frequency

Think about the activities that you do everyday. What time do you have breakfast? What time do you go to sleep? These activities are known as daily routines. There are also activities that we do in weekends such as visiting family and friends. Some other things we do yearly for example celebrating birthday.

In english there are some words that are used to talk about daily **routines**. In the next box you can see some of them.



Routine: things that you do every day.

Block II

What I do and how I live

		
wake up	have breakfast	take a shower
		
go to work	take the bus	do homework
		
visit friends	brush teeth	go to sleep

To describe routines in English we also use some adverbs to describe how frequently we do an activity. These are called *adverbs of frequency*.

Note: An adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word-group, expressing a relation of place, time, circumstance, manner or cause.

Adverbs of frequency are adverbs of time that answer the questions *how frequently?* Or *how often?* They tell us how often something happens.

Look at the adverbs in the following box.

A	B
Daily (Diariamente) Weekly (Semanalmente) Yearly (Anualmente)	Often (Seguido) Sometimes (A veces) Rarely (Raramente)

You probably see a difference between A and B above. With words like *daily* we know exactly how often. The words in A describe *definite* frequency. On the other hand, the words in B describe *indefinite* frequency, words like *often* give us an idea about frequency but they don't tell us exactly. Look at the examples.

- I go to school *daily*.
- My father cleans the car *weekly*.
- We go to "La Villa" *yearly*.
- He *often* goes to the doctor.
- She *sometimes* reads a book.
- My mom *rarely* gets angry.

There are adverbs of indefinite and definite frequency. An *adverb of indefinite frequency* is used to express how many times an event occurs. Look at the following chart.

Adverbs of indefinite frequency/ Adverbios de frecuencia indefinida		Frequency/Frecuencia
Always Constantly Continually	I <i>always</i> do my homework. She goes out <i>constantly</i> . I <i>continually</i> read.	Most of the time
Usually Normally Generally	He <i>usually</i> does homework. I <i>normally</i> sleep eight hours. He <i>generally</i> wakes up at seven.	Almost all of the time
Often Frequently Regularly	She <i>often</i> goes to the market. Luisa <i>frequently</i> sings at church. I <i>regularly</i> buy the paper.	More than half of the time
Sometimes Occasionally	They fight <i>sometimes</i> . <i>Occasionally</i> we travel to Mexico City.	Less of the time
Rarely Seldom	My little sister <i>rarely</i> cries. My uncle <i>seldom</i> smokes.	Almost never of the time
Never	I <i>never</i> drink tequila.	Never, not even a day

Block II

What I do and how I live

The adverbs of frequency in the following chart are called adverbs of *definite frequency* because you know exactly how many times the action occurs.

hourly (cada hora)	daily (diariamente)	weekly (semanalmente)
monthly (mensualmente)	yearly (anualmente)	every second (cada segundo)
once (una vez)	once a day (una vez al día)	twice (dos veces)
twice a year (dos veces al año)	once or twice (una vez o dos veces)	three times (tres veces)

Adverbs of definite frequency usually go at the end of a sentence. Look at these examples:

- Most people pay the rent *monthly*.
- The doctor checks the patient *every hour*.
- To review progress, the teachers check notebooks *weekly*.

Usually for reasons of emphasis or style, some adverbs of definite frequency may go at the front of the sentence. Look at the example:

- *Every day*, more than a million kids go to school.

Look at the following rules of adverbs of frequency.

1. Adverbs of frequency are often used with the present simple because they indicate repeated or routine activities.
2. Adverbs of frequency can be placed in different places in the sentence depending on the focus.
 - I *sometimes* visit my aunt/*Sometimes* I visit my aunt/I visit my aunt *sometimes*.
 - We *often* see her pass by the house/We see her pass by the house *often*.
 - My friend is *always* late for school/My friend is late for school *always*.
3. *Rarely* and *seldom* can also go at the end of a sentence (often with “very”).
 - We see them very *rarely*.
 - Luis eats meat *seldom*.



Practice what you are learning



Activity 15

Choose some activities that you do every day and write five sentences. Look at the example.

Elige algunas de las actividades que realizas todos los días y escribe cinco oraciones. Observa el ejemplo.

I take a shower.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.



Activity 16

Think about your activities at home. Answer the following quiz. Be honest! When you're done share your results with your classmates.

Piensa acerca de tus actividades en casa. Contesta el siguiente cuestionario. ¡Sé honesto! Cuando termines comparte tus resultados con tus compañeros.

Activity	Always (3)	Often (2)	Sometimes (1)	Never (0)
Make your bed				
Tidy your room				
Feed the pets				
Help cooking				
Take out the rubbish				
Wash dishes				
Do laundry				
Take care of brothers and sisters				

Score	0 - 8	Try to be more helpful.
	9 - 17	It's ok, but try and help a bit more in the house.
	18 - 24	Great! You are a good helper.



Tidy: to put things in order.

Rubbish:
worthless, useless
or unwanted matter,
garbage.

Block II

What I do and how I live



Apply what you have learned

Make a list of the things you do every day; start with the hour when you wake up to the hour you go to sleep. Think about what you do at home, at school and during your free time. Then write a paragraph describing your daily routines; remember to use definite and indefinite adverbs.

Haz una lista de las cosas que haces cada día; empieza con la hora en que te levantas hasta la hora en que vas a dormir. Piensa en lo que haces en tu casa, en la escuela y en tu tiempo libre. Después escribe un párrafo describiendo tus rutinas diarias; recuerda utilizar adverbios de frecuencia definidos e indefinidos.

Hour	Activity	Paragraph

Compare your paragraph with one of your classmates.

Compara tu párrafo con uno de tus compañeros.



Think about what you have learned

In this part of block II you learned to use adverbs of frequency to describe daily routines at home, at school or at your free time. It is important to have routines because they help you to manage your time and attention. Have you recognized patterns or routines that make your life easier and happier? Share your answer with your classmates and your teacher.

En esta parte del bloque II aprendiste a usar adverbios de frecuencia para describir rutinas diarias en casa, en la escuela y en tu tiempo libre. Es importante tener rutinas porque te ayudan a manejar tu tiempo y tu atención. ¿Reconoces patrones o rutinas que hacen tu vida más sencilla y feliz? Compartes respuestas con tus compañeros y con tu maestro.



Learn more

Wh questions

In English, there are six important question words that ask about things, time, people, places, reasons and feelings. Five of them start with *Wh*, and the last is *how*, which is why we call them *Wh* words. Take a look at Grammar Box 5 for an example of each of them.

Grammar Box 5		
Wh questions		
Question	Answer	Example
<i>What</i>	Thing	<i>What</i> is that?
<i>When</i>	Time	<i>When</i> is the game?
<i>Who</i>	Person	<i>Who</i> is that beautiful girl?
<i>Where</i>	Place	<i>Where</i> do you live?
<i>Why</i>	Reason	<i>Why</i> are you happy?
<i>How</i>	Directions/ Feelings	<i>How</i> do I arrive to the school? <i>How</i> are you?

When you want to make a question with the *Wh* words, you have to use the auxiliary verb *To Do*, unless the verb of your sentence is *To Be*. See Grammar Box 6 for examples.

Grammar Box 6		
Wh questions structure		
Wh questions with "do"	Wh + <i>do</i> + subject + verb Wh + <i>does</i> + subject + verb	Where <i>do</i> you work? When <i>does</i> she wake up?
Wh questions with "be"	Wh + <i>be</i> + subject	Where <i>are</i> you from? Who <i>is</i> that man?

Block II

What I do and how I live



Practice what you are learning



Activity 17

Match each question with the right answer. Look at the example.

Relaciona cada pregunta con la respuesta correcta. Observa el ejemplo.

What is your name?	Enrique is at school.
Who is your class teacher?	I live in Mexico.
Where is the key?	Luis studies at my school.
Who are those people?	It is Saturday.
Where does she run?	This one is cheaper.
Who is Ricardo?	They are my friends.
Which book is cheaper?	He is the singer of the band.
Where is Enrique?	My name is Raul.
Where does Luis study?	The key is under the carpet.
What day is today?	She runs in the park.
Where do you live?	Sandra is our teacher.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 18

Answer the following Wh questions using personal information.

Contesta las siguientes "Wh questions" usando información personal.

1. Where do you live? _____.
2. Where are you from? _____.
3. Who is your teacher? _____.
4. What is your favorite sport? _____.
5. When is your birthday? _____.



Activity 19

Complete the following questions with appropriate question words.

Completa las siguientes preguntas con la palabra interrogativa apropiada.

1. _____ is your english teacher? Mr. Lopez.
2. _____ is her sweater? The red one.
3. _____ are my books? In the living room.
4. _____ is Lupita doing? She is sleeping.
5. _____ is a good soccer player? Javier "Chicharito" Hernandez is.
6. _____ color is the new car? Blue.
7. _____ are my socks? Under your bed.
8. _____ is your best friend? Fabiola.
9. _____ is your mother? She is at the market.
10. _____ is Mrs. Garcia? She is a math teacher.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

Block II

What I do and how I live



Apply what you have learned

Think of a situation when you were alone in a new place. Imagine that you have the opportunity to visit Mexico City. You don't know the city, people, food, etc. In the following lines write some questions that are useful in that case. Remember to use *Wh questions*.

Piensa en una situación donde estés solo en un lugar nuevo. Imagina que tienes la oportunidad de visitar la Ciudad de México. Tú no conoces la ciudad, la gente, la comida, etc. En las siguientes líneas escribe algunas preguntas que serían útiles en ese caso. Recuerda usar "Wh questions".

- _____.
- _____.
- _____.
- _____.
- _____.
- _____.



Think about what you have learned

In this part of block II you learned to use *Wh questions* to ask for personal information. These questions are very useful when you are trying to establish new relations at school or in a new place. Do you think that it is important to know the people you are studying or working with? How can these *Wh questions* help you to develop new relations? Discuss it with your classmates.

En esta parte del bloque II aprendiste a usar "Wh questions" para pedir información personal. Estas preguntas son muy útiles cuando estás tratando de establecer nuevas relaciones en la escuela o en un nuevo lugar. ¿Piensas que es importante conocer a las personas con las que estás estudiando o trabajando? ¿Cómo pueden ayudarte estas "Wh questions" a desarrollar nuevas relaciones? Comenta con tus compañeros.

Closure activity

How do I live and what do I do?

Design a questionnaire using *Wh questions* and think about your life. The following questions could be useful: what is your name? Where do you live? When do you play? What do you do every day?

Diseña un cuestionario usando "Wh questions" y piensa en tu vida. Las siguientes preguntas pueden ser útiles: ¿cuál es tu nombre? ¿Dónde vives? ¿Cuándo juegas? ¿Qué haces cada día?

Write the questions and answer the questionnaire

Escribe las preguntas y contesta el cuestionario.

Questions	Answers

Choose two persons in your family (an adult and a child) and apply the same questionnaire. Create a box to compare these three lifestyles and daily routines (yours, an adult and a child).

Escoge a dos personas de tu familia (un adulto y un niño) y aplícales el mismo cuestionario. Haz una tabla para comparar estos tres estilos de vida y rutinas diarias (la tuya, la de un adulto y la de un niño).

Block II

What I do and how I live

You can use the following chart

Puedes usar la siguiente tabla.

Wh question	Own answers	Adult answers	Child answers

Compare your work with your classmates.

Compara tu trabajo con el de tus compañeros.

Use the following list to check your work.

Usa la siguiente lista de cotejo para revisar tu trabajo.

Aspects required	Yes	No
Use all the <i>Wh questions</i> to identify personal information.		
Interview two persons: an adult and a child.		
Fill the box with all the information.		
Correct grammar structures are applied.		
Use vocabulary from the block.		
Communicate and interpret ideas in texts.		

Share your results with your teacher.

Comparte tus resultados con tu maestro.

Cierre del bloque II

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque II es importante que completes la siguiente tabla de manera responsable y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente

89 - 70% = Requerí apoyo para construir el aprendizaje

69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente

49% o menos = No logré el aprendizaje.

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Distingo categorías y vocabulario relacionado con actividades comunitarias, espacios públicos y medios de transporte.				
	Conozco las estructuras gramaticales para la tercera persona.				
	Comprendo el uso de adverbios de frecuencia y preguntas con <i>Wh</i> .				

Block II

What I do and how I live

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Procedimentales	Hago encuestas con el fin de obtener información de las personas a mi alrededor y de sus actividades diarias.				
	Redacto la rutina semanal de forma individual, utilizando las formas gramaticales del presente simple.				
	Establezco relaciones entre diferentes estilos de vida y la propia.				

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Actitudinales	Valoro la importancia del trabajo con orden y limpieza al desarrollar cada una de las actividades de aprendizaje.				
	Comparto ideas mediante productos con otras personas para promover el trabajo colaborativo.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones.

¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque II?

¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?

¿De qué manera el identificar tu estilo de vida y actividades te permite reconocer aspectos que puedes mejorar?

Conclusiones personales:

Registro del avance

Competencias genéricas y disciplinares del bloque II

Instrucciones: Al concluir el bloque II, registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)

M = Medio (Está en vía de desarrollo)

B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Se comunica en una segunda lengua en situaciones cotidianas.	
7. Aprende por iniciativa e interés propio a lo largo de la vida.	Articula saberes de diversos campos y establece relaciones entre ellos y su vida cotidiana.	
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.	

Competencias disciplinares	Nivel de avance
Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.	
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Notes

Block III

Describe what is happening



Introduction

In block III you will learn to use the present continuous to describe activities that are happening now or that will happen in the future. You will also learn to write short texts about events that happen at the moment and talk about them.

The present continuous tense indicates a continuing action, something going on now. However, the present continuous can suggest that an action is going to happen in the future, especially with verbs that convey the idea of a plan or movement from one place or condition to another. The present continuous can suggest either the present or the future, so it is usually accompanied by adverbs of time.

What competences will you develop?

Competencias genéricas	Atributos
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	• <i>Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.</i>
7. Aprende por iniciativa e interés propio a lo largo de la vida.	• <i>Articula saberes de diversos campos y establece relaciones entre ellos y su vida cotidiana.</i>
8. Participa y colabora de manera efectiva en equipos diversos.	• <i>Asume una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo.</i>

Competencias disciplinares
• Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. • Expresa ideas y conceptos en composiciones coherentes y creativas, con introducciones, desarrollo y conclusiones claras. • Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural. • Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

What is the purpose of block III?

You will be able to understand the present continuous in its different forms and use them to describe activities that are happening at the moment or that will occur in the future through small dialogues and short texts.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Present continuous. 2. Simple present.	• Studying the correct use of the concepts in this block. • Understanding the changes in verbs when “ing” is added. • Comparing the use of simple present and present continuous.
Procedural	• Read and write texts in present continuous. • Use present continuous and simple present accurately in writing and speaking texts.	• Describing actions or events that are happening now around you. • Distinguishing some categories of vocabulary and rules for verbs when “ing” is added. • Making questions about plans for the future. • Creating a short text telling what family and friends are doing using introduction, content and conclusion.
Attitudinal	• Value team work done with order and cleanness through activities. • Share ideas through learning products to promote collaborative work.	• Assuming a constructive attitude according to your knowledge and abilities. • Making texts and presentations with relevancy. • Being respectful to others opinions and defending your own.

How much time will you need?

You will be able to complete block III in twelve hours, including block revision, activities, products and self-evaluation.

Learning evaluation: evidences

In block III you will complete the following activities that will allow you to see the development of your competencies:

- Descriptive paragraph on what family members are doing.
- Descriptive paragraph on your own and your classmates' activities.
- Role-play about what is happening in your community.

Block III

Describe what is happening



What do you know? (Previous knowledge and competencies)

A verb is a word that usually tells about an action or a state and is the main part of a sentence.

For example:

Pedro *runs* in the park.

A. Look at the pictures and try to remember the verbs that describe the actions.
Relate them with the correct verb.

Observa las imágenes y trata de recordar los verbos que indican las acciones. Relaciónalas con el verbo correcto.

Eat	
Read	
Sleep	

Describe what is happening

Work	
Talk	
Study	

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

B. Think about some activities that you do in the school every day, such as: learn, write, talk, listen, play, study, eat, etc. Choose eight verbs and write a sentence in simple present using all the pronouns. Remember that the third person singular ends in –s; you can check block I and block II of this book. Look at the example.

Piensa acerca de algunas actividades que realizas en la escuela todos los días, tales como: aprender, escribir, hablar, escuchar, jugar, estudiar, comer, etc. Escoge ocho verbos y escribe una oración en presente simple usando todos los pronombres. Recuerda que la tercera persona del singular termina en s; puedes revisar el bloque I y el bloque II de este libro. Observa el ejemplo.

I eat my lunch.

1. I _____.

2. You _____.

Block III

Describe what is happening

3. He _____.
4. She _____.
5. It _____.
6. We _____.
7. You _____.
8. They _____.

Was it easy to remember the verbs and how to use them? Discuss it with your classmates and teacher. It will be useful to identify your strengths and opportunities.

¿Fue fácil recordar los verbos y cómo usarlos? Coméntalo con tus compañeros y maestro. Será útil para identificar tus fortalezas y oportunidades.

It is important to identify your level of expertise in the competencies that you will develop in block III by answering the next questions. Mark the box that corresponds to your level with an X.

Es importante que identifiques cómo es tu nivel de desempeño en las competencias que desarrollarás en el bloque III. Para ello contesta las siguientes preguntas, marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Expresas ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas?			
¿Articulas saberes de diversos campos y estableces relaciones entre ellos y tu vida cotidiana?			
¿Asumes una actitud constructiva, congruente con los conocimientos y habilidades con los que cuentas dentro de distintos equipos de trabajo?			

If you answered most of them with *Siempre* (always) then your level of proficiency is high. If you answered most of them with *A veces* (sometimes) or *Nunca* (never) then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron "Siempre" significa que tu desempeño actual es alto; si la mayoría fueron "A veces" o "Nunca" significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Let's begin



Learn more

Present continuous

We use the present continuous tense to talk about:

- Actions happening now.
- Actions happening in the future.

Look at the following chart to see some examples of the use of present continuous tense for actions happening now.

• For actions happening <i>exactly now</i>.	I am <i>reading</i> the book.
• For actions happening <i>around now</i>. The action may not be happening exactly now, but it is happening just before and just after now, and it is not permanent or habitual.	Rafael is <i>learning</i> English.

We can also use the present continuous tense to talk about the future when we use a reference of time, such as tomorrow, next year, in June, etc. We only use the present continuous tense to talk about the future when we have planned to do something before we speak. We have already *made a decision and a plan* before speaking.

I am *taking* my exam *next month*.

Note: The action is in the future but a firm plan or program exists now.

Block III

Describe what is happening

Look at Grammar Box 1 and study the structure of the present continuous tense.

Grammar Box 1				
Present continuous tense structure/Estructura del tiempo presente continuo				
Form	Subject	Auxiliary verb To Be in simple present tense	Base form of the main verb + ing	Complement
Affirmative	I	am	speaking	to you.
	You	are	reading	a book.
	She	is	writing	a letter.
	He	is	talking	to his mom.
	We	are	cooking	a cake.
	They	are	running	fast.
Negative	I	am not	driving	fast.
	You	are not	watching	TV.
	She	is not	walking	slowly.
	He	is not	eating	pizza.
	We	are not	playing	basketball.
	They	are not	sleeping	in the bed.

We create the present continuous tense by using verb *To Be* as an auxiliary verb and adding *-ing* to the base verb. With most of the verbs we just add *-ing* to the base form, but there are exceptions. Look at Grammar Box 2.

Grammar Box 2			
Present continuous tense spelling/Escritura del tiempo presente continuo			
Basic rule	Just add -ing to the base verb		
	work	→	working
	play	→	playing
	assist	→	assisting
	see	→	seeing
	be	→	being
Exception 1	If the base verb ends in <i>consonant</i> + <i>stressed vowel</i> + <i>consonant</i>, double the last letter: s consonant t consonant o stressed vowel p consonant (vowels = a, e, i, o, u)		
	stop	→	stopping
	run	→	running
	begin	→	beginning
	Note that this exception does not apply when the last syllable of the base verb is not stressed:		
	open	→	opening
Exception 2	If the base verb ends in <i>ie</i> , change the <i>ie</i> to <i>y</i> :		
	lie	→	lying
	die	→	dying
Exception 3	If the base verb ends in <i>vowel</i> + <i>consonant</i> + <i>e</i> , omite the <i>e</i> :		
	have	→	having
	become	→	becoming

Block III

Describe what is happening



Practice what you are learning



Activity 1

Write the *ing* form of the following verbs. Look at the example.

Escribe los siguientes verbos con su forma en "-ing". Observa el ejemplo.

Look - Looking

1. Open _____.
2. Stay _____.
3. Do _____.
4. Sit _____.
5. Drive _____.
6. Happen _____.
7. Drink _____.
8. Walk _____.
9. Begin _____.
10. Clean _____.
11. Ask _____.
12. Sing _____.
13. Pay _____.
14. Come _____.
15. Live _____.



Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 2

Write each sentence using the present continuous affirmative (+) or negative (-) form as required. Look at the example.

Escribe cada oración usando la forma afirmativa (+) o negativa (-) del presente continuo según se solicita. Observa el ejemplo.

(We / play soccer this afternoon) (-)

We are not playing soccer this afternoon.

1. (She / work in the school) (+)

_____.

2. (I / study in my house) (-)

_____.

3. (You / eat a lot!) (+)

_____.

4. (We / live in Pachuca) (-)

_____.

5. (He / play soccer so he's tired) (+)

_____.

6. (They / learn english very fast) (+)

_____.

7. (I / cook so I'm really hot) (+)

_____.

8. (She / go to the cinema with her friends) (-)

_____.

9. (It / rain, the town is wet) (+)

_____.

10. (You / sleep in the sofa) (+)

_____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

Block III

Describe what is happening

Asking others what are they doing or telling others what is happening at the moment of speaking helps us to communicate effectively. Look at Grammar Box 3 and study the proper structure of present continuous interrogative form.

Grammar Box 3			
Present continuous interrogative form/ Presente continuo en la forma interrogativa			
Auxiliary verb To Be in simple present	Subject	Base form of the verb + ing	Complement
Is	he / she	eating	tortilla soup today?
Are	you / we / they	speaking	English?

You can use long or short answers, such as:

Are you listening to the teacher?

- Yes, I am listening to the teacher
Yes I am.
- No, I am not listening to the teacher
No, I am not.

When combining the present continuous with the question words (*Wh words*) you learned in block II, we use the following structure.

Grammar Box 4				
Questions words in present continuous tense/ Preguntas en tiempo presente continuo				
Question word	Verb To Be	Subject	Verb + ing	Complement
What	is	Daniel	studying	now?
Where	are	you	living	now?
Who	is	she	waiting	for?



Activity 3

Read the following sentences and then write two questions in present continuous tense about each one. Look at the example.

Lee las siguientes oraciones y escribe dos preguntas en presente continuo acerca de cada una. Observa el ejemplo.

*Mr. Ramirez is writing the homework on the **blackboard**.*

What is Mr. Ramirez writing on the blackboard?

Who is writing the homework on the blackboard?

1. Pablo is playing soccer in the stadium.

2. My dad is visiting the museum in the city.

3. I am looking for the book in the school.

4. Silvia and Pedro are running in the park.

5. My mom is cooking tamales.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Blackboard: a hard or rigid surface made of a smooth usually dark substance, used for writing or drawing on with chalk or marker.

Block III

Describe what is happening



Activity 4

Work with a classmate. Ask yes/no questions with the words given using the present continuous tense. Another student will answer with a short answer. Follow the example.

Trabaja con un compañero. Haz preguntas de sí/no con las palabras que se proporcionan usando el presente continuo. Tu compañero contestará con una respuesta corta. Sigue el ejemplo.

Pay attention

Student A: Are you paying attention?

Student B: Yes, I am / No, I am not.

1. Wear a watch.
2. Think about the lesson.
3. Answer the questions.
4. Take notes.
5. Use a dictionary.
6. Use a pen.
7. Eat a sandwich.
8. Listen to the radio.
9. Understand the teacher.
10. Write answers.



Activity 5

Read the following post card and answer the questions.

Lee la siguiente postal y contesta las preguntas.

Dear Magda,

Greetings from Acapulco!

This is a fantastic place and it's really hot. I am wearing shorts and a T-shirt. Acapulco is a beautiful city. We are staying in a nice hotel near the beach. My parents go to the city everyday but I like spending my mornings on the beach. At the moment, I am sitting on the beach and I am enjoying the sun. We go out every night. I can't stop eating fish. It is delicious!

Hope you are well.

See you soon.
Oscar.



Magda Castro

115 Magnolia Street

Puebla, Pue.

México

Describe what is happening

1. Where is Oscar? _____.
2. What is he doing now? _____.
3. What does he like eating? _____.
4. What is he wearing? _____.
5. Where is he staying? _____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

The present continuous is also used to talk about events that are already planned but are not happening yet.

Look at the following sentences:

- We are *going to* the party *next weekend*.
- Our grandmother is *visiting* us *next Christmas*.

Although the action is next weekend or next Christmas, the arrangement is all ready made.



Activity 6

Complete the following sentences with the present continuous. Look at the example.

Completa las siguientes oraciones con el presente continuo. Observa el ejemplo.

I am going (go) to the market tomorrow.

1. My sister _____ (give) me her bed when she gets her new one.
2. We _____ (have) a party on Sunday.
3. All my friends _____ (come) to my party next week.
4. We _____ (take) my dog to the park later today.
5. The bus _____ (leave) in ten minutes.
6. We _____ (go) to the zoo tomorrow.
7. On Friday I _____ (go) to visit my grandfather.
8. My teacher _____ (go) to school tomorrow.

Block III

Describe what is happening

9. Juana _____ (stay in) on Friday.

10. Antonio _____ (go) to the zocalo this weekend.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 7

Write at least five sentences about your plans for your next birthday celebration. Include what you are going to do and eat.

Escribe cinco oraciones acerca de tus planes para la próxima celebración de tu cumpleaños incluyendo lo que vas a hacer y a comer.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.





Apply what you have learned

Write a short paragraph about what you think each member in your family is doing now. Be specific, for example: my dad is working in the field; my mom is sewing in the living room, etc.

Escribe un breve párrafo sobre lo que cada miembro de tu familia está haciendo ahora. Sé específico, por ejemplo: mi papá está trabajando en el campo, mi mamá está cosiendo en la sala, etc.

Compare your paragraph with your classmates.

Compara tu párrafo con tus compañeros.



Think about what you have learned

In this part of block III you learned that you can use the present continuous to describe actions that happen in the moment. Why is useful to describe what is happening in the present time? Do you think it is useful to understand an event? In which cases the description of facts and events is especially important? Share your answers with your classmates.

En esta parte del bloque III aprendiste que puedes usar el presente continuo para describir acciones que ocurren en el momento. ¿Por qué es útil describir lo que está ocurriendo en el momento presente? ¿Crees que es útil para la comprensión de un suceso? ¿En qué casos la descripción de hechos o eventos es especialmente importante? Comparte tus respuestas con tus compañeros.



Learn more

Simple present

Tenses are a source of confusion for many people and it is quite a difficult subject to explain. Tenses define the way your sentence comes across and as such are very important for easy communication.

You will now study the uses of the simple present and present continuous. Look at Grammar Box 5.

Grammar Box 5	
The use of the simple present and present continuous/ Uso del presente simple y presente continuo	
Simple present/ Presente simple	Present continuous/ Presente continuo
Repeated actions/Acciones repetidas.	Actions happening at the moment of speaking or around the moment/Acciones que suceden en el momento y alrededor de él.
Fixed arrangements, scheduled events (for example: timetable)/Arreglos hechos previamente, agendados (por ejemplo: horario).	Fixed plans in the near future/Planes para un futuro cercano.
Sequence of actions in the present (first, then, after that)/Secuencia de acciones (primero, entonces, después).	Temporary actions/Acciones temporales.
Instructions/Instrucciones.	Trends/Direcciones.
Things in general/Cosas en general.	Repeated actions which are irritating to the speaker (with always, constantly and forever, among other words)/Acciones repetidas que son molestas para el que habla (siempre, constantemente y para siempre, entre otras palabras).



Practice what you are learning



Activity 8

Complete the sentences using the simple present or present continuous. Look at the example.

Completa cada oración usando presente simple o presente continuo. Observa el ejemplo.

Maria works (work) for a radio station.

1. At the moment she _____ (travel) to Acapulco.
2. Daniel _____ (love) wild animals.
3. He _____ (not visit) Monterrey at the moment.

4. Marta _____ (not live) in Chiapas.
5. She _____ (stay) in Oaxaca at the moment.
6. Dad usually _____ (cook) dinner.
7. My parents _____ (go) to La Villa every year.
8. My sister _____ (walk) to school every day.
9. We _____ (have) lunch now.
10. I never _____ (stay in) my friend's house on Saturday evening.
11. I _____ (go) to the cinema now.
12. My mom _____ (not work) today.
13. Tomas _____ (not like) rap music.
14. He _____ (listen) to pop music at the moment.
15. Clara usually _____ (go) shopping to the market on Saturdays.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Apply what you have learned

Look at the picture. Lupita is receiving a letter. Read the letter and pay attention to the verbs ending in *ing*.

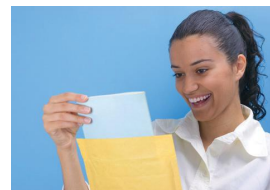
Observa la imagen. Lupita está recibiendo una carta. Léela y pon atención a los verbos terminando en "ing".

Dear Lupita,

How are you today? I am writing to you because I am learning English in school. My classmates are reading short texts and listening songs in English!

What are you doing now?

Regards,
Josefina.



Block III

Describe what is happening

Now it's your turn to describe what you and your classmates are doing. Are you also learning english? Are you writing texts? Are you playing some sports? Write it in the following box.

Ahora es tu turno para describir lo que tú y tus compañeros y tú están haciendo. ¿Estás también aprendiendo inglés? ¿Estás escribiendo textos? ¿Estás practicando algunos deportes? Escríbelo en el siguiente cuadro.

Compare your paragraph with your classmates.

Compara tu párrafo con tus compañeros.



Think about what you have learned

In this part of block III you have learned to use the simple present and present continuous to describe what is happening and to make plans for the future. How is this useful to describe and organize your activities? Share some examples with your classmates.

En esta parte del bloque III aprendiste a usar el presente simple y el presente continuo para describir lo que pasa y para hacer planes a futuro. ¿De qué manera esto es útil para describir y organizar tus actividades? Comparte algunos ejemplos con tus compañeros.

Closure activity

Relevant events in the community

Many people in our country do not know what is happening in other places. In groups of three, prepare a role play about a news program in which you describe the most relevant events in your community that are happening now or are planned for the future. Present it to your classmates and your teacher.

Mucha gente en nuestro país no sabe qué está pasando en otros lugares. En grupos de tres, preparen una actuación sobre un programa noticioso en el cual describan los eventos más relevantes que estén pasando en su comunidad o que estén planeándose para el futuro. Hagan la representación frente a sus compañeros y su maestro.

Describe what is happening

Evaluate your work using the following criteria and vote to choose the best role-playing.

Evalúen su trabajo usando la siguiente rúbrica y voten para elegir la mejor representación.

Aspects of evaluation	Yes 5	Only partially 3	No 1
Content: dialogue and script showed excellent comprehension of the block studied.			
Presentation: students used excellent volume, clarity and enunciation to enhance presentation.			
Participation: all members contributed equally.			
Creativity: creative use of costumes and material to make presentation interesting.			
Total points			

5 points	Unsatisfactory
6 - 10 points	Fair
11 - 15 points	Good
16 - 20 points	Excellent



Cierre del bloque III

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque III es importante que completes la siguiente tabla de manera responsable y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente

89 - 70% = Requerí apoyo para construir el aprendizaje

69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente

49% o menos = No logré el aprendizaje.

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Conozco la estructura gramatical y los usos del presente simple y del presente continuo.				
	Identifico la modificación de los verbos al agregar la terminación <i>-ing</i> .				

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Procedimentales	Leo y escribo textos cortos en presente continuo.				
	Describo los hechos que ocurren actualmente y los planes a futuro utilizando la forma apropiada del presente.				

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Actitudinales	Valoro la importancia del trabajo con orden y limpieza al desarrollar cada una de las actividades.				
	Comparto ideas mediante productos con otras personas para promover el trabajo colaborativo.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones.

- ¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque III?
- ¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?
- ¿Cómo puedes utilizar la descripción de hechos y eventos para favorecer la comprensión, difusión y valoración de los mismos?

Conclusiones personales:

Registro del avance

Competencias genéricas y disciplinares del bloque III

Instrucciones: Al concluir el bloque III registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)

M = Medio (Está en vía de desarrollo)

B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.	
7. Aprende por iniciativa e interés propio a lo largo de la vida.	Articula saberes de diversos campos y establece relaciones entre ellos y su vida cotidiana.	
8. Participa y colabora de manera efectiva en equipos diversos.	Asume una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo.	

Competencias disciplinares	Nivel de avance
Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.	
Expresa ideas y conceptos en composiciones coherentes y creativas, con introducciones, desarrollo y conclusiones claras.	
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Write the new words that you have learned and their definitions.

[illegible]

Describe what is happening

Notes

Block IV

Express measures and quantities



Block IV

Express measures and quantities

Introduction

When we talk about things we need, we usually express the quantity or measure of them. In English, nouns are divided into “countable” and “uncountable” nouns. A countable noun is for example a table and an uncountable noun is water. To express measures and quantities in different situations we use these kinds of nouns as well as the quantifiers and grammatical structures *there is* and *there are*.

There are *three* tables.



There is *some* water.



What competences will you develop?

Competencias genéricas	Atributos
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	• <i>Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.</i> • <i>Se comunica en una segunda lengua en situaciones cotidianas.</i>
5. Desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos.	• <i>Ordena información de acuerdo a categorías, jerarquías y relaciones.</i>
8. Participa y colabora de manera efectiva en equipos diversos.	• <i>Asume una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo.</i>

Competencias disciplinares
Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

What is the purpose of block IV?

You will be able to use countable and uncountable nouns as well as quantifiers to express measures and quantities in writing and speaking activities.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	- Countable and uncountable nouns. - There is, There are. - Quantifiers: how much, how many, some, any, few, little.	- Identifying characteristics of countable and uncountable nouns. - Studying the uses of quantifiers. - Differentiating the use of <i>there is</i> and <i>there are</i> accordingly.
Procedural	- Apply the proper grammatical structure to express measures and quantities. - Produce written/ oral text with the appropriate use of countable nouns, uncountable nouns and quantifiers. - Organize information according to categories, hierarchies and relationships.	- Solving grammar exercises. - Applying proper grammatical structures in written and oral texts. - Writing and practicing dialogues. - Organizing information.
Attitudinal	Share ideas through learning products to promote collaborative work.	- Comparing your personal opinions and points of view with others. - Participating actively in diverse groups in order to complete established goals.

How much time will you need?

You will be able to complete block IV in twelve hours, including block revision, activities, products and self-evaluation.

Learning evaluation: evidences

In block IV you will complete the following activities that will allow you to see the development of your competencies:

- Dictionary.
- Inventory.
- List of food and home supplies.
- Recipe booklet of local, regional and national dishes.

Block IV

Express measures and quantities



What do you know? (Previous knowledge and competencies)

In block I you learned about nouns. Remember that a noun is a word used to describe a place, a person, an object, an animal, an idea.

Note: In spanish a noun is a *sustantivo*.

A. Circle the countable nouns and underline the uncountable nouns in the following box.

Encierra en un círculo los sustantivos cuantificables y subraya los sustantivos no cuantificables en el siguiente recuadro.

books	run	walk	talk	chair	apple
juice	gold	listen	key	bicycle	food
cat	bag	meat	read	write	take
is	bed	shoe	rain	sleep	make
eat	computer	flower	water	jump	dog
people	coin	girl	slow	salt	art

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

It is important to identify your level of expertise in the competencies that you will develop in block IV by answering the next questions. Mark the box that corresponds to your level with an X.

Es importante que identifiques cómo es tu nivel de desempeño en las competencias que desarrollarás en el bloque IV. Para ello contesta las siguientes preguntas, marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Expresas ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas?			
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Ordenas información de acuerdo a categorías, jerarquía y relaciones?			
¿Asumes una actitud constructiva, congruente con los conocimientos y habilidades con los que cuentas dentro de distintos equipos de trabajo?			

If you answered most of them with *Siempre* (always) then your level of proficiency is high. If you answered most of them with *A veces* (sometimes) or *Nunca* (never) then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron "Siempre" significa que tu desempeño actual es alto; si la mayoría fueron "A veces" o "Nunca" significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Block IV

Express measures and quantities

Let's begin



Learn more

Countable and uncountable nouns

Countable nouns are things that we can count, for example: a pen. We can have one, two, three or more pens. Other countable nouns are: dog, baby, animal, person, bottle, box, bell, cup, chair, bag, cat, cake, school, plate and a photograph.

In Grammar Box 1 you will see some rules about countable nouns.

Grammar Box 1	
Rules for countable nouns/Reglas para sustantivos cuantificables	
Countable nouns can be singular or plural • My <i>cat</i> is playing. • My <i>cats</i> are playing.	We can use the indefinite article <i>a/an</i> with singular countable nouns. • <i>A</i> cat is an animal. • <i>An</i> apple is red.
With singular countable nouns we must use a word such as <i>a/an/the/my/this</i>	
Incorrect: • I want orange. • Where is <i>bottle</i>? • I want apple. • Where is <i>book</i>? • I want chair.	Correct: • I want <i>an</i> orange. • Where is <i>the</i> bottle? • I want <i>an</i> apple. • Where is <i>my</i> book? • I want <i>this</i> chair.
When a countable is plural, we use it without the article. • I like apples. • Cats can jump.	



Check block I to review the use of *a/an*.

Uncountable nouns are things or concepts that we cannot count. These nouns cannot be used with a number. You can see some examples in the following box.

music	art	love	happiness	advise
water	money	person	rice	sugar
people	butter	information	gas	furniture



Furniture: the movable, generally functional, articles that equip a room, house, etc.

Review Grammar Box 2 to learn some rules about uncountable nouns.

Grammar Box 2

Rules for uncountable nouns/Reglas para sustantivos no cuantificables

We usually treat uncountable nouns as singular. We use a singular verb with them.

- This *news* is very important.
- Your *luggage* looks heavy.

We do not usually use the indefinite article *a/ an* with uncountable nouns: we cannot say "an information" or "a music". But we can say a *something* of:

- A piece of *bread*.
- A bottle of *water*.
- A grain of *rice*.



Practice what you are learning



Activity 1

Look at the pictures and write under each one the correct word from the vocabulary box.

Observa las imágenes y escribe debajo de cada una la palabra correcta del cuadro de vocabulario.

Block IV

Express measures and quantities

Vocabulary			
carrot broccoli chocolate eggs	milk cheese jam bread	corn tomato meat chicken	yogurt potato fish beans
		 carrot	
			
			
			

Check your answers in the Answer Key at the end of the book.
 Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 2

Classify the previous words in the next chart. Use *a* or *an* for the countable singular words.

Clasifica las palabras del vocabulario anterior en la siguiente tabla. Usa "a" o "an" para el singular de los sustantivos cuantificables.

Countable singular	Countable plural	Uncountable nouns
A carrot	carrots	milk

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 3

Look at underlined words in the next sentences. Write a C if it is a countable noun and an U if it is an uncountable noun.

Fíjate en las palabras subrayadas de las siguientes oraciones. Escribe C (countable) si es un sustantivo cuantificable y U (uncountable) si es un sustantivo no cuantificable.

1. The children are playing in the garden. _____
2. I don't like milk. _____

Block IV

Express measures and quantities

3. I prefer tea. _____
4. My mother uses butter to prepare cakes. _____
5. There are a lot of windows in our classroom. _____
6. We need some glue to fix this **vase**. _____
7. The waiters in this restaurant are very professional. _____
8. My father drinks two big glasses of water every morning. _____
9. The bread my aunt prepares is delicious. _____
10. Drivers must be careful when it rains. _____
11. The police are organizing road traffic to avoid any accidents. _____
12. I bought three bottles of milk for breakfast. _____
13. I want some juice please! _____
14. The English exercises are interesting. _____
15. I met some nice people when I was walking down the street. _____

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Must is used as an auxiliary to express obligation or compulsion or to indicate necessity.



Vase: container used as an ornament or for holding cut flowers.

Waiter: a man whose occupation is to serve at table, as in a restaurant.



Activity 4

Read the following text and write the letter of the picture that matches.

Lee el siguiente texto y escribe la letra de la fotografía que le corresponde.

___ Nature's supermarket

Do you know that nature has the best food? Food from our fields and forest don't come in bags. It doesn't have any additives that are bad for your health. Natural food is better.

____ Leaves, roots and stems

We eat different parts of plants such as the leaves, the stems, and the roots. Vegetables like carrots and radishes are roots. We eat the stem of the celery and we make salads with lettuce leaves.

____ Delicious food

Many plants and trees grow fruit which is both delicious and good for us. Fruit such as apples, oranges, grapes, and melons are very tasty and have many vitamins we need for a healthy body.

____ Great grains

Everyone eats grains every day, for example, wheat, corn and rice. Without grains we can't have any bread, cereal or cakes! Next time you go shopping take another look at what nature has to offer!



A



B



C



D

Block IV

Express measures and quantities

Now answer these questions.

Ahora responde estas preguntas.

1. Why is natural food better?

2. Which parts of the plants do we eat?

3. Why do we need vitamins?

4. What can we make with grains?

Check your answers in the Answer Key at the end of the book.

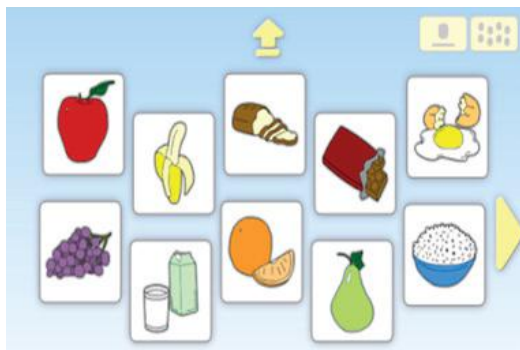
Revisa tus respuestas en la Clave de Respuestas al final del libro.



Apply what you have learned

In your notebook elaborate a dictionary of countable and uncountable nouns related to food. Organize them in categories; use the categories from the food pyramid: fruits, vegetables, dairy, meat, grains and fats. You can use images from magazines or make your own drawings.

En tu cuaderno elabora un diccionario de sustantivos cuantificables y no cuantificables relacionados con la comida. Clasifícalos en categorías, usa las categorías de la pirámide de alimentos: frutas, vegetales, lácteos, carne, cereales y grasas. Puedes utilizar imágenes de revistas o hacer tus propios dibujos.



Think about what you have learned

In this part of block IV you learned about countable and uncountable nouns. Was it easy to identify them? Are you aware of their characteristics and the differences between them? Think about food that you eat, why is it important to eat healthy? Discuss your answers with your classmates.

En esta parte del bloque IV aprendiste acerca de sustantivos cuantificables y sustantivos no cuantificables. ¿Fue fácil identificarlos? ¿Eres consciente de sus características y de las diferencias entre ellos? Piensa en el tipo de comida que comes, ¿por qué es importante comer saludable? Comparte tus respuestas con tus compañeros.



Learn more

There is, There are

We use *there is* and *there are* to say that something exists. We use *there is* for singular and *there are* for plural.

Revise the following Grammar Boxes for the structure of *there is* and *there are*.

Grammar Box 3		
There is/There are in affirmative form		
Affirmative form		Contractions
Singular	Plural	There is – There's
There is one table in the classroom.	There are three chairs in the classroom.	There's a good song on the radio. There are cannot be contracted.

Block IV

Express measures and quantities

Grammar Box 4

There is/There are in negative form

Negative form	Negative contractions
Singular	There is – There's
• <i>There is not a horse in the field.</i>	• <i>There's not = There isn't</i>
• <i>There are not two elephants in the zoo.</i>	• <i>There are not = There aren't</i>

Grammar Box 5

There is/There are in interrogative form

Interrogative form/ Short answers

- Is there a dog in the supermarket? *No, there isn't.*
- Are there any dogs in the park? *Yes, there are.*
- Is there a cat in the supermarket? *Yes, there is.*
- Are there any cats in the park? *No, there aren't.*



Practice what you are learning



Activity 5

Complete the sentences using *there is* or *there are*.

Completa las oraciones usando "there is" o "there are".

- _____ books on the table.
- _____ many cars in the street.
- _____ a picture on the wall.
- _____ a pencil near the book.
- _____ many trees in the **forest**.



Forest: a large wooded area having a thick growth of trees and plants.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 6

Complete the sentences using *is there* or *are there*.

Completa las oraciones con "is there" o "are there".

1. _____ books on the table?
2. _____ many cars in the street?
3. _____ a picture on the wall?
4. _____ a pencil near the book?
5. _____ many trees in the forest?

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 7

Complete the sentences using *there isn't* or *there aren't*.

Completa las oraciones con "there isn't" o "there aren't".

1. _____ many people in the streets.
2. _____ any butter in the fridge.
3. _____ any plates on the table.
4. _____ any milk in the bottle.
5. _____ any coffee in the cup.

Note: Fridge is the short and informal word for refrigerator.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

Block IV

Express measures and quantities

We use *some* to express an undefined quantity, meaning that there are more than one of something, but you are not sure how many exactly. *Some* is always used in affirmative form: *there is some/there are some*.

It can be used with countable and uncountable nouns. See Grammar Box 6 for examples.

Grammar Box 6	
The use of <i>some</i>	
Countable nouns	Uncountable nouns
- There are <i>some girls</i> at the party. - There are <i>some trees</i> on my street	- There is <i>some water</i> in the fountain. - There is <i>some sugar</i> in my coffee.

We use *any* to express zero quantity, meaning that there is nothing of something. *Any* is always used in negative form: *there is not (there isn't)/there are not (there aren't)*. Look at Grammar Box 7.

Grammar Box 7	
The use of <i>any</i>	
Countable nouns	Uncountable nouns
- There are not any girls at the party/There aren't any girls at the party. - There are not any trees in my street/There aren't any trees in my street.	- There is not any water in the fountain/There isn't any water in the fountain. - There is not any sugar in my coffee/There isn't any sugar in my coffee.



Activity 8

Complete the sentences using *there is*, *there are*, *is there*, *are there*, *there isn't* and *there aren't*.

Completa las oraciones utilizando "there is", "there are", "is there", "are there", "there isn't" y "there aren't".

- _____ someone looking at me.
- _____ many boys in the school?
- _____ some photos in her bag.
- _____ any eggs in the fridge.
- _____ any magazine in her room.

6. _____ many children in the park?
7. _____ an apple on the table.
8. _____ many apples on the table.
9. _____ any milk in the refrigerator?
10. _____ any oranges on the table.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 9

Complete the dialogue with *some* or *any*, then practice it with a classmate.

Completa el diálogo con "some" o "any", después practícalo con un compañero.

Memo: I'm thirsty. Is there _____ juice in the fridge?

Andrea: No, there isn't _____ juice. Would you like _____ water?

Memo: Oh, yes please. I'm hungry too. Are there _____ hot cakes?

Andrea: No, sorry. How about _____ sandwiches?

Memo: No, thanks. I don't like sandwiches.

Andrea: How about _____ cereal?

Memo: Yes, please.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 10

Work with a classmate to present a similar dialogue using the following words.

Trabaja con un compañero para representar un diálogo similar usando las siguientes palabras.

Milk - orange juice

Apple juice - coffee

Cheese - bread - soup

Bananas - grapes- oranges

Block IV

Express measures and quantities



Apply what you have learned

Elaborate an inventory of one of the following topics:

Elabora un inventario de uno de los siguientes temas:

- Furniture in your classroom.
- Food in your house.
- Family and friends.
- Languages or dialects spoken in your community and in Mexico.
- *Mobiliario existente en tu salón de clases.*
- *Alimentos disponibles en tu hogar.*
- *Familiares y amigos.*
- *Lenguas o dialectos que se hablan en tu comunidad y en México.*

Use a dictionary if you need to.

Utiliza el diccionario si lo necesitas.

Note: An inventory is a check list of things. When we make an inventory it is important to write the name of the objects and the number of objects that there are.



Remember to use *there is/there are*.

Example: There is one door. There are three windows.

Topic

Inventory

There is...

There are...



Think about what you have learned

In this part of block IV you learned to use *there is* and *there are* expressions to talk about the existence of something. Think about situations in which it is useful to express what there is or what there is not. Share your answers with your classmates.

En esta parte del bloque IV aprendiste a usar las expresiones "there is" y "there are" para indicar la existencia de alguna o varias cosas. Piensa en qué situaciones es útil señalar la existencia o carencia de algo. Comparte tus respuestas con tus compañeros.



Learn more

Quantifiers: how much, how many, some, any, few, little

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity. Quantifiers can be used with both countable and uncountable nouns. Look at the following grammar boxes for information about quantifiers.

Grammar Box 8		
Quantifiers/Cuantificadores		
Countable nouns		
Many		
Affirmative form	Negative form	Interrogative form
We have <i>many</i> friends.	There are <i>not many</i> books to read.	<i>How many</i> brothers do you have?
Some		
Affirmative form	Interrogative form	
- My sister has <i>some</i> bracelets. - There is <i>some</i> juice in the fridge. <i>Some</i> can be used for both countable and uncountable nouns.	- Are there <i>some</i> flowers in the vase? - Do you want <i>some</i> coffee?	
Few / A Few		
Affirmative form	Interrogative form	
There are <i>few</i> dogs on the street.	Do you have <i>a few</i> pesos?	

Block IV

Express measures and quantities

Grammar Box 9		
Quantifiers/Cuantificadores		
Uncountable nouns		
Much		
We use <i>how much</i> for questions using a non-countable or singular object.		
Affirmative form	Negative form	Interrogative form
We have <i>much</i> homework!	There is <i>not much</i> time.	<i>How much</i> juice is left? <i>How much</i> does the book cost?
Little / A little		
Affirmative form	Interrogative form	
They have <i>little</i> time.	Do you have <i>a little</i> money?	
Any		
<i>Any</i> is used in negative sentences and in questions. <i>Any</i> can be used for both countable and uncountable nouns.		
Negative form	Interrogative form	
- I don't have <i>any</i> juice. - There aren't <i>any</i> cookies left.	- Do you have <i>any</i> money? - Are there <i>any</i> tables in the room?	



Practice what you are learning



Activity 11

Read the next dialogue with a classmate. Then write a T if the sentence is true and an F if it is false.

Lee el siguiente diálogo con un compañero. Después escribe T (true) si la oración es verdadera y F (false) si es falsa.

Store clerk: Good morning. Can I help you?

Customer: Hello, do you have some milk?

Store clerk: Yes, how many liters would you like?

Customer: How much is a liter of milk?

Store clerk: Fifteen pesos a liter.

Customer: Please give me two liters. Do you have some melons?



Store clerk: Yes, here you go.

Customer: How much are the melons?

Store clerk: Sixteen pesos a piece. How many would you like?

Customer: I would like one melon please.

Store clerk: Here you go. Anything else?

Customer: That will be all. How much is it?

Note: *Here you go* is an expression used when presenting something; it also means: *Here is what you asked for*. In Spanish it means *Aquí tiene*.



Store clerk: a worker, an employee at the store.

Customer: a person who buys.

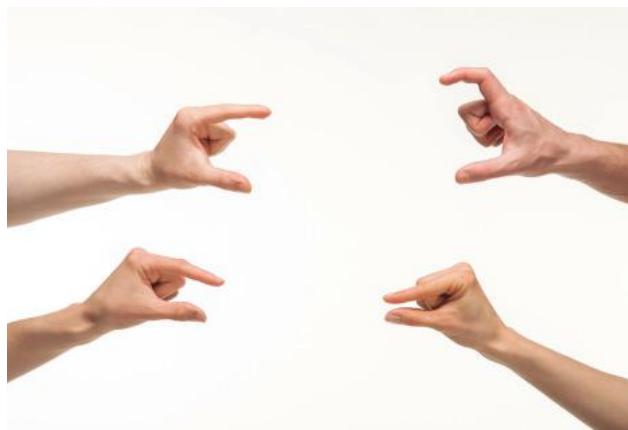
Supplies: provisions, equipment.

1. Milk is a countable noun. _____
2. Melons are a countable noun. _____
3. We use "how much" for uncountable nouns. _____
4. We use "how many" for countable nouns. _____
5. The customer spent \$35 pesos. _____

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

There are different measure units to determine the size, amount or degree of something. You can see the most common units of measurement for food and home **supplies** in the following chart.



Block IV

Express measures and quantities

a bag of sugar, candy, potatoes, etc.

a bar of candy, chocolate, soap, etc.

a bottle of juice, water, etc.

a box of cereal, detergent.

a bunch of bananas, onions, flowers, etc.

a can of beans, tuna, soda

a carton of eggs

a cup/tablespoon/teaspoon of flour, sugar, oil, etc. (recipe ingredients)

a dozen eggs, apples, etc.

a head of lettuce, cabbage

a jar of mayonnaise, jam, honey, olives, etc.

a liter of milk, juice, liquid soap (all liquids)

a loaf of bread

a package of bread

a piece of cake, bread, meat

(one, two) kilograms of meat, chicken, fruit, cheese, coffee

a roll of toilet paper, paper towels

a six-pack/twelve-pack/case of soda, beer.

a stick of butter.

a tube of toothpaste

one or two oranges, carrots, etc.

When you refer to more than one item you use: two, three, etc. For example: two boxes of cereal, three sticks of butter.



Interesting facts:

In other countries people don't use the metric system. Instead they used the English System. For weight they use pounds (lb) or ounces (oz). 1 oz = 28.350 g and 1 lb = 0.453 kg. In the United Kingdom, the United States, Canada and in some parts of Australia and New Zeland people still use this system.



Activity 12

Match each product with the right measure unit. Look at the example.

Relaciona cada producto con la unidad de medida correcta. Observa el ejemplo.

tuna fish

bread

liquid soap

cereal

eggs

toothpaste

soap

flowers

mayonnaise

tube

dozen

can

bar

loaf

jar

box

bottle

bunch

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.



Activity 13

Look at the pictures and the verbs. Then complete the recipe.

Observa las imágenes y los verbos. Luego completa la receta.

Fruit Salad



Ingredients		Procedure
A bunch of _____		Cut, Put, Peel, Serve, Open
Some _____		_____ the bananas and kiwis.
Some _____		_____ the bananas, kiwis, watermelon and strawberries into slices.
A can of _____		_____ the can of peaches.
One or two _____		_____ all the fruit in a large bowl.
		_____ the fruit salad in bowls with yogurt.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

Block IV

Express measures and quantities



Activity 14

Read the following text and answer the questions.

Lee el siguiente texto y contesta las preguntas.

La Rosita is a new Mexican restaurant at 7 Hidalgo Street. The restaurant is open for dinner from 6 pm to 11 pm everyday except Mondays. La Rosita serves traditional Mexican food. There are a variety of starters. Try the chicken quesadillas, they are delicious. For the main **courses** you can have mole poblano, chicken fajitas or grilled fish. For dessert, try the wonderful ice cream or sorbetes.



Course: a part of a meal served at one time.

1. Where is the Restaurant La Rosita?

_____.

2. What kind of food do they serve?

_____.

3. When is it closed?

_____.

4. What starters and main courses does it serve?

_____.

5. What dessert do they recommend?

_____.

Check your answers in the Answer Key at the end of the book.

Revisa tus respuestas en la Clave de Respuestas al final del libro.

Imagina que tienes que comprar comida y artículos del hogar para un mes. En la siguiente tabla escribe en la columna apropiada todas las cosas que comprarías. Usa un diccionario si es necesario. Observa los ejemplos.

Food supplies	Home supplies
• <i>A bottle of juice</i> • <i>Two cans of beans</i>	• <i>A roll of toilet paper</i> • <i>A box of detergent</i>

When you finish compare your list with a classmate.

Quando termines compara tu lista con un compagno.

Block IV

Express measures and quantities



Think about what you have learned

In this part of block IV you learned about the most common quantifiers. **Intangible** things and facts are difficult to measure; for example your compromise and effort as a student. How could you measure or quantify those facts? How do you know if your compromise and effort are high or low? Are they enough to get good results at school? Share your answers with your teacher.

En esta parte del bloque IV aprendiste acerca de los cuantificadores más comunes. Las cosas y hechos abstractos son difíciles de medir; por ejemplo, tu compromiso y esfuerzo como estudiante. ¿Cómo podrías medirlos o cuantificarlos? ¿Cómo sabes si tu grado de compromiso y esfuerzo es alto o bajo? Comparte tus respuestas con tu maestro.



Intangible: incapable of being perceived by touch; impalpable; imprecise or unclear to the mind.

Closure activity

Recipe booklet

Make teams of four. Each one has to write a recipe of a typical dish from your community, your region and Mexico. Then elaborate a recipe booklet with the following sections.

Formen equipos de cuatro. Cada equipo tiene que escribir una receta de un platillo típico de su comunidad, de su región y de México. Después elaboren un recetario que tenga las siguientes secciones:

- Cover.
- Introduction (brief historic background about the dishes).
- Dishes from your community.
- Dishes from your region.
- Dishes from Mexico.
- Conclusion (what you learned by doing this project).
- *Portada.*
- *Presentación (breve antecedente histórico sobre los platillos).*
- *Platillos de tu comunidad.*
- *Platillos de tu región.*
- *Platillos de México.*
- *Conclusión (lo que aprendieron al realizar este trabajo).*

Evaluate your recipe booklet using the following criteria. When you finish share and discuss the evaluation with your teacher.

Evalúa tu recetario usando la siguiente rúbrica. Cuando termines comparte y comenta esta evaluación con tu maestro.

Aspects of evaluation	Excellent 4	Very good 3	Good 2	Fair 1	Unsatisfactory 0
Presentation	Outstanding presentation with complete information.	Very good presentation with most of the information.	Good presentation with some missing information.	Presentation with confusing and incoherent information.	Did not present.
Content	Presented all the aspects required.	Presented 5-6 aspects required.	Presented 3-4 aspects required.	Presented 1-2 aspects required.	Did not present any aspects required.
Creativity	Uses images, colors, and has an interesting and unique design.	Uses images, colors, and has an interesting design.	Uses images, and has a good design.	Uses some images and colors.	Did not use images, colors or a design.
Vocabulary	Uses 8 vocabulary words.	Uses 6-7 vocabulary words.	Uses 5-7 vocabulary words.	Uses 2-3 vocabulary words.	Did not use vocabulary words.
Total					

5 points	Unsatisfactory
6 - 10 points	Fair
11 - 15 points	Good
16 - 20 points	Excellent

Cierre del bloque IV

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque IV es importante que completes la siguiente tabla de manera responsable y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente

89 - 70% = Requerí apoyo para construir el aprendizaje

69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente

49% o menos = No logré el aprendizaje.

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Identifico sustantivos contables y no contables.				
	Conozco el uso apropiado de cuantificadores: <i>how much, how many, some, any, few, little.</i>				
	Distingo los usos de <i>there is</i> y <i>there are</i> .				

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Procedimentales	Uso las estructuras gramaticales apropiadas para expresar cantidades y medidas.				
	Produzco textos orales y escritos usando sustantivos contables, sustantivos incontables y cuantificadores.				
	Organizo información de acuerdo a categorías, jerarquía y relaciones.				

Contenidos curriculares		Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Actitudinales	Comparto ideas mediante productos con otras personas para promover el trabajo colaborativo.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones.

- ¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque IV?
- ¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?
- ¿Cómo y con qué objetivo puedes medir y cuantificar aspectos sociales y culturales en tu comunidad?

Conclusiones personales:

Registro del avance

Competencias genéricas y disciplinares del bloque IV

Instrucciones: Al concluir el bloque IV registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)

M = Medio (Está en vía de desarrollo)

B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.	
	Se comunica en una segunda lengua en situaciones cotidianas.	
5. Desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos	Ordena información de acuerdo a categorías, jerarquía y relaciones.	
8. Participa y colabora de manera efectiva en equipos diversos.	Asume una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo.	

Competencias disciplinares	Nivel de avance
Produce textos con base en el uso normativo de la lengua considerando la intención y situación comunicativa.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Block IV. Glossary

Write the new words that you have learned and their definitions.

[illegible]



Block IV

Express measures and quantities

Notes

Notes

Glossary

- **Ancestry:** ancestors, family descent.
- **Biome:** a regional or global land area that is characterized by the plants, animals and climate.
- **Blackboard:** a hard or rigid surface made of a smooth usually dark substance, used for writing or drawing on with chalk or marker.
- **Both:** the one and the other.
- **Cheap:** costing relatively little; inexpensive.
- **Computer:** an electronic machine for processing information.
- **Course:** a part of a meal served at one time.
- **Customer:** a person who buys.
- **Diversity:** the state or quality of being different or varied.
- **Downtown:** the central or lower part of a city, specially the main commercial area.
- **Drums:** a musical instrument played with hands or sticks.
- **Flashcard:** card with picture or text.
- **Forest:** a large wooded area having a thick growth of trees and plants.
- **Furniture:** the movable, generally functional, articles that equip a room, house, etc.
- **Guess:** estimate without knowledge.
- **ID card:** identity card, document confirming personal details.
- **Intangible:** incapable of being perceived by touch; palpable; imprecise or unclear to the mind.
- **Late:** after the scheduled time, not on time.
- **Maybe:** a possibility.
- **Noun:** word that describes a place, person, thing or animal.
- **Pet:** domestic animal.
- **Profile:** a short biographical description of a subject.
- **Routine:** things that you do every day.
- **Rubbish:** worthless, useless or unwanted matter, garbage.
- **Store clerk:** a worker, an employee at the store.
- **Supplies:** provisions, equipment.
- **Tidy:** to put things in order.
- **Trip:** a tour, journey or voyage.
- **Vase:** container used as an ornament or for holding cut flowers.
- **Waiter:** a man whose occupation is to serve at table, as in a restaurant.

Answer key

Block I. Who am I?

Activity 1

1. She is 10 years old.
2. He is from Mexico.
3. They are Mexican.
4. It is brown.
5. They live in Veracruz.

Activity 3

1. someone.
2. everybody.
3. anybody.
4. something.
5. nothing.
6. nobody.
7. anything.
8. Everything.
9. somebody.

Activity 4

I am Sandra and I *am* a student in Oaxaca. This week I *am* in Chiapas. I *am* on a trip with people from school. Today my friends and I *are* on tour. My friends *are* from different places. Ana *is* from Chihuahua. Oscar *is* from Mexico City. Carlos and Gabriel *are* from Sonora. Oaxaca *is* very big and beautiful.

Activity 5

Questions	Answers	
What year was America discovered?	1492	one thousand, four hundred and ninety-two.
How many pages are in this book?		
How many days are in a year?	365	three hundred sixty five.
How many seconds are there in four minutes.	240	two hundred forty.

Appendix 1

Activity 7

a/an	Countable noun
a	mirror
a	key
an	egg
an	earring
an	apple
a	pen
a	bicycle
a	photograph
a	comb
an	orange
an	insect
a	book
an	ID card
a	cookie

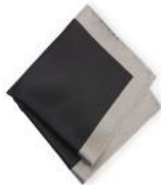
Activity 8

1. my
2. Your
3. her
4. Their
5. Your
6. His
7. My
8. its
9. his
10. Its

Activity 9

1. Rojas.
2. Garcia.
3. A bottle of water, a notebook, a photograph or her family.
4. Books, lunch, a pen.

Activity 10

			
money	keys	photograph	comb
			
notebook	ticket	mirror	handkerchief
			
gum	book	pen	ID card

Activity 13

1. T.
2. T.
3. F.
4. F.
5. F.

Activity 14

1. Diana.
2. Mexico.
3. Olga.
4. Canada.
5. Marisa.
6. Diana, Olga, Marisa.

Appendix 1

Activity 16

- a. Mountain (b) An area of sand or small stones besides an ocean or a lake.
- b. Beach (c) A mass of land that is surrounded by water.
- c. Island (d) A low area of land between mountains or hills, usually with a river flowing through it.
- d. Valley (a) A natural structure like a very big hill that is much higher than the usual level of land.
- e. Desert (f) A thick tropical forest.
- f. Jungle (e) A large area of land with few plants and little water and where the weather is always dry.

Activity 19

- 1. brother.
- 2. niece.
- 3. father.
- 4. brother-in-law.
- 5. wife.
- 6. nephew.
- 7. grandmother.
- 8. mother-in-law.
- 9. sister-in-law.
- 10. daughter.
- 11. cousin.
- 12. grandfather.
- 13. aunt.
- 14. son-in-law.
- 15. sister.
- 16. daughter-in-law.
- 17. husband.
- 18. son.
- 19. mother.
- 20. father-in-law.
- 21. grandson.
- 22. uncle.

Activity 20

1. play.
2. doesn't write.
3. Do - speak.
4. don't like.
5. Does - have.
6. works.
7. doesn't read.
8. Do - go.
9. doesn't leave.
10. Does - drink.

Block II. What I do and how I live

What do you know? (Previous knowledge and competencies)

A.

<u>work</u>	table	brother	<u>play</u>	<u>wear</u>	breakfast
dog	<u>sleep</u>	<u>speak</u>	school	friend	<u>read</u>

Activity 1

1. Roberto (washes/washes) his hair.
2. She (drinks/drinks) coffee with her breakfast.
3. He (brushes/brushes) his teeth.
4. She (begins/begins) work at 10:00.
5. Pilar (watch/watches) TV.
6. Daniel (sleeps/sleeps) seven hours.
7. Juanita (speaks/speaks) Nahuatl.
8. My mom (stays/stays) at home.
9. Luis (plays/plays) soccer.
10. He (walks/walks) home.

Appendix 1

Activity 2

1. goes.
2. flies.
3. runs.
4. watches.
5. eats.
6. writes.
7. speaks.
8. reads.
9. sleeps.
10. does.

Activity 3

1. play.
2. reads.
3. eat.
4. run.
5. watch.
6. buys.
7. flies.
8. cooks.

Activity 4

1. Yes, I do / No, I don't.
2. Yes, I do / No, I don't.
3. Yes, he/she does / No, he/she doesn't.
4. Yes, I do / No, I don't.
5. Yes, he does / No, he doesn't.
6. Yes, they do / No, they don't.
7. Yes, he does / No, he doesn't.
8. Yes, I do / No, I don't.
9. Yes, she does / No, she doesn't.
10. Yes, he does / No, he doesn't.
11. Yes, she does / No, she doesn't.

Activity 5

1. Do we do homework?
2. Does your grandmother open the door?
3. Do you wash the dishes?
4. Do they drink coffee?
5. Does Memo play the guitar?
6. Does María run in the school?

Activity 6

1. doesn't eat.
2. don't wash.
3. doesn't use.
4. doesn't drink.
5. doesn't like.
6. don't sing.
7. don't play.
8. doesn't drive.

Activity 7

Carolina *has* a brother, Daniel. They both *have* good jobs. Carolina *has* a new house. Daniel *has* an apartment. The apartment *has* one bedroom. It also *has* a large kitchen. Carolina and Daniel sometimes *have* dinner together.

Activity 9

1. Does Paco have new friends?
2. Do Jorge and his father have an old car?
3. Does Mariana have red flowers?
4. Do Anita and Cristina have a party next sunday?
5. Does the dog have food and water?
6. Do we have a math exam on monday?
7. Do you have a niece teacher?

Activity 12

1. Yes, there are.
2. Air travel.
3. No, they aren't.
4. No, it is the second largest.

Appendix 1

Activity 13

1. Bus.
2. Airplane.
3. Bike.
4. Train.
5. Taxi.
6. Boat.

Activity 17

What is your name?	Enrique is at school.
Who is your class teacher?	I live in Mexico.
Where is the key?	Luis studies at my school.
Who are those people?	It is Saturday.
Where does she run?	This one is cheaper.
Who is Ricardo?	They are my friends.
Which book is cheaper?	He is the singer of the band.
Where is Enrique?	My name is Raul.
Where does Luis study?	The key is under the carpet.
What day is today?	She runs in the park.
Where do you live?	Sandra is our teacher

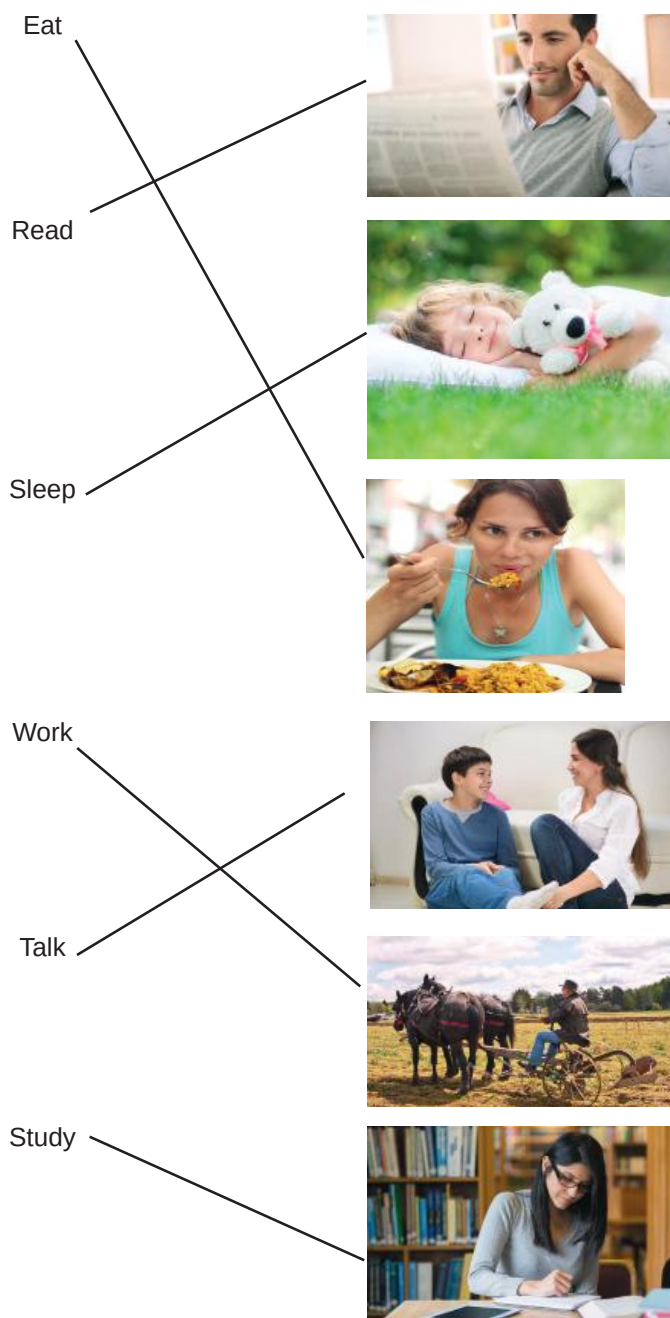
Activity 19

1. Who.
2. Which.
3. Where.
4. What.
5. Who.
6. What.
7. Where.
8. Who.
9. Where.
10. Who.

Block III. Describe what is happening

What do you know? (Previous knowledge and competencies)

A.



Appendix 1

Activity 1

1. Opening.
2. Staying.
3. Doing.
4. Sitting.
5. Driving.
6. Happening.
7. Drinking.
8. Walking.
9. Beginning.
10. Cleaning.
11. Asking.
12. Singing.
13. Paying.
14. Coming.
15. Living.

Activity 2

1. She is working in the school.
2. I am not studying in my house.
3. You are eating a lot!
4. We are not living in Pachuca.
5. He is playing soccer so he's tired.
6. They are learning english very fast.
7. I am cooking so I'm really hot.
8. She is not going to the cinema with her friends.
9. It is raining, the town is wet.
10. You are sleeping in the sofa.

Activity 3

1. Who is playing soccer in the stadium?
Where is Pablo playing football?
2. Who is visiting the museum in the city?

What is my dad visiting in the city?

3. Who is looking for the book in the school?

What am I looking in the school?

4. Who are running in the park?

Where are Silvia and Pedro running?

5. Who is cooking tamales?

What is my mom cooking?

Activity 5

1. He is in Acapulco.
2. He is sitting on the beach and he is enjoying the sun.
3. He likes eating fish.
4. He is wearing shorts and a T-shirt.
5. He is staying in a nice hotel near the beach.

Activity 6

1. is giving.
2. are having.
3. are coming.
4. are taking.
5. is leaving.
6. are going.
7. am going.
8. is going.
9. is staying in.
10. is going.

Activity 8

1. is traveling.
2. loves.
3. is not visiting.
4. doesn't live.
5. is staying.
6. cooks.
7. go.
8. walks.

Appendix 1

9. are having.
10. stay in.
11. am going.
12. isn't working.
13. doesn't like.
14. is listening.
15. goes.

Block IV. Express measures and quantities

What do you know? (Previous knowledge and competencies)

A.

books	run	walk	talk	chair	apple
juice	gold	listen	key	bicycle	food
cat	bag	meat	read	write	take
is	bed	shoe	rain	sleep	make
eat	computer	flower	water	jump	dog
people	coin	girl	slow	salt	art

Activity 1

			
<i>cheese</i>	<i>corn</i>	<i>carrot</i>	<i>bread</i>
			
<i>milk</i>	<i>jam</i>	<i>meat</i>	<i>eggs</i>
			
<i>potato</i>	<i>broccoli</i>	<i>tomato</i>	<i>chicken</i>
			
<i>fish</i>	<i>yogurt</i>	<i>beans</i>	<i>chocolate</i>

Activity 2

Countable Singular	Countable Plural	Uncountable nouns
A carrot	carrots	milk
A tomato	tomatoes	jam
An egg	eggs	broccoli

Appendix 1

A potato	potatoes	corn
		chicken
		fish
		chocolate
		meat
		yogurt
		beans
		bread
		cheese

Activity 3

1. U.
2. U.
3. U.
4. U.
5. C.
6. U.
7. C.
8. C.
9. U.
10. C.
11. U.
12. C.
13. U.
14. C.
15. U.

Activity 4

- C. Nature's supermarket
 - A. Leaves, roots and stems
 - B. Delicious food
 - D. Great grains
1. They don't have any additives that are bad for health.
 2. Leaves, stems and roots.
 3. To have a healthy body.
 4. Bread, cereal and cakes.

Activity 5

1. There are.
2. There are.
3. There is.
4. There is.
5. There are.

Activity 6

1. Are there.
2. Are there.
3. Is there.
4. Is there.
5. Are there.

Activity 7

1. There aren't.
2. There isn't.
3. There aren't.
4. There isn't.
5. There isn't.

Activity 8

1. There is.
2. Are there.
3. There are.
4. There aren't.
5. There isn't.
6. Are there.
7. There is.
8. There are.
9. Is there.
10. There aren't.

Appendix 1

Activity 9

Memo: I'm thirsty. Is there *some* juice in the fridge?

Andrea: No, there isn't *any* juice. Would you like *some* water?

Memo: Oh, yes please. I'm hungry too. Are there *some* hot cakes?

Andrea: No, sorry. How about *some* sandwiches?

Memo: No, thanks. I don't like sandwiches.

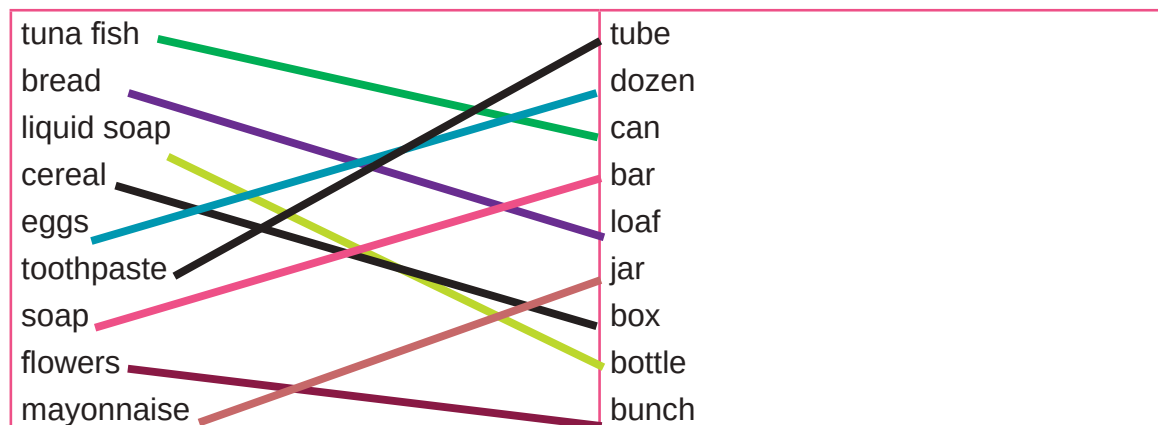
Andrea: How about *some* cereal?

Memo: Yes, please.

Activity 11

1. F.
2. T.
3. T.
4. T.
5. F.

Activity 12



Activity 13

Ingredients	Procedure
A bunch of <i>bananas</i>. 	<i>Peel</i> the bananas and kiwis.
Some <i>strawberries</i>. 	<i>Cut</i> the bananas, kiwis, watermelon and strawberries into slices.
Some <i>watermelon</i>. 	<i>Open</i> the can of peaches.
A can of <i>peaches</i>. 	<i>Put</i> all the fruit in a large bowl.
One or two <i>kiwis</i>. 	<i>Serve</i> the fruit salad in bowls with yogurt.

Activity 14

1. 7 Hidalgo Street.
2. Traditional mexican food.
3. Mondays.
4. Chicken quesadillas, mole poblano, chicken fajitas and grilled fish.
5. Ice cream and sorbetes.

Appendix 2

List of verbs

Meaning/ Significado	Infinitive/ Infinitivo	Simple present/ Presente simple	Present continuous/ Presente continuo (To Be + ing)
ser	be	is	being
comenzar	begin	begins	beginning
convertirse, volverse	become	becomes	becoming
romper	break	breaks	breaking
traer	bring	brings	bringing
construir	build	builds	building
comprar	buy	buys	buying
llamar	call	calls	calling
escoger	choose	chooses	choosing
picar, trocear	chop	chops	chopping
aplaudir	clap	claps	clapping
coleccionar	collect	collects	collecting
venir	come	comes	coming
cocinar	cook	cooks	cooking
llorar	cry	cries	crying
cortar	cut	cuts	cutting
bailar	dance	dances	dancing
hacer	do	does	doing
dibujar	draw	draws	drawing
beber	drink	drinks	drinking
manejar	drive	drives	driving
comer	eat	eats	eating
caer	fall	falls	falling
sentir	feel	feels	feeling
encontrar	find	finds	finding
arreglar	fix	fixes	fixing
volar	fly	flies	flying
olvidar	forget	forgets	forgetting
obtener	get	gets	getting
dar	give	gives	giving

ir	go	goes	going
tener, tomar (alimentos)	have	has	having
oír, escuchar	hear	hears	hearing
saltar	jump	jumps	jumping
mantener	keep	keeps	keeping
besar	kiss	kisses	kissing
saber	know	knows	knowing
partir (hacia algún lugar), abandonar	leave	leaves	leaving
prestar	lend	lends	lending
aprender	learn	learns	learning
dejar, permitir	let	lets	letting
vivir	live	lives	living
perder	lose	loses	losing
hacer, fabricar	make	makes	making
aplastar	mash	mashes	mashing
picar, cortar en pedazos pequeños	mince	minces	mincing
mezclar	mix	mixes	mixing
reunirse	meet	meets	meeting
trapear	mop	mops	mopping
podar	mow	mows	mowing
pintar	paint	paints	painting
pagar	pay	pays	paying
pelar	peel	peels	peeling
poner	put	puts	putting
leer	read	reads	reading
correr	run	runs	running
decir	say	says	saying
ver	see	sees	seeing
vender	sell	sells	selling
enviar	send	sends	sending
gritar	shout	shouts	shouting
cantar	sing	sings	singing
sentarse	sit	sits	sitting
dormir	sleep	sleeps	sleeping

Appendix 2

nevar	snow	snows	snowing
hablar	speak	speaks	speaking
gastar (dinero), pasar (tiempo)	spend	spends	spending
estar parado, ponerse de pie	stand	stands	standing
hospedarse, quedarse	stay	stays	staying
revolver	stir	stirs	stiring
estudiar	study	studies	studying
barrer	sweep	sweeps	sweeping
nadar	swim	swims	swimming
tomar, agarrar	take	takes	taking
enseñar	teach	teaches	teaching
decir	tell	tells	telling
pensar	think	thinks	thinking
entender, comprender	understand	understands	understanding
visitar	visit	visits	visiting
caminar	walk	walks	walking
observar	watch	watches	watching
regar	water	waters	watering
vestir, usar	wear	wears	wearing
ganar	win	wins	winning
limpiar (con un pañó, trapo)	wipe	wipes	wiping
trabajar	work	works	working
escribir	write	writes	writing

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