

LIFEGEAR



STUDENT'S BOOK

By Vika Sadzhaya



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<https://soundcloud.com/anglo-digital-727238804/sets/life-gear-blue>



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LIFEGEAR



Student's Book

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Introduction

LIFEGEAR is a six-level English series designed to assist students in the balanced development of the four skills and is based on the competence approach to learning. It promotes the use of ICT for research and presentation preparation and delivery.

LIFEGEAR takes students from A1 to B1+ levels according to the **CEFR** and the **SNB** standards.

LIFEGEAR has been developed to fully cover the **CONALEP** program. It supports the development of the teaching and learning process according to the **SNB** objective and the following functions in particular:

SNB Teacher's General Competences

1. Organize their professional development throughout their career.
2. Master and structure their knowledge to facilitate meaningful learning experiences.
3. Plan the teaching and learning processes and places them in ample disciplinary, curricular and social contexts.
4. Put into practice effective teaching and learning processes in a creative and innovative way.
5. Evaluate the teaching and learning process with a formative approach.
6. Build environments for autonomous and collaborative learning.
7. Contribute to the creation of an environment that facilitates the healthy and integral development of students.
8. Participate in continuous improvement projects in the school and support institutional management.

Disciplinary teaching skills:

- Plan the educational course.
- Create and promote learning environments.
- Identify the learning styles and multiple intelligences of each student.
- Design materials and use effective teaching strategies .
- Foster and develop generic skills properly.
- Encourage the development of linguistic competences.
- Be able to handle computers and the Internet.
- Develop students' skills.
- Encourage positive attitudes and values.
- Develop emotional competences.

Note



The links provided in the lessons are optional. They are suggestions to further practice the grammar or vocabulary. The CONALEP program will not be affected should you decide to skip them. The web links are public and they are recommended to further practice and/or research a given topic. We strongly suggest you visit the pages when preparing your class. Public links may disappear from the web without notice.

Exploring Unit one pp. 12 – 13

Personal information exchange related to decision-making

CLIL Social Studies We are All Different! pp. 14 – 15

Unit one A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	1 What's your daily routine? pp. 16 – 17	Simple Present	Time Expressions Days of the Week	"Ingrid's Routine"	Interview your classmates. Brainstorm routines.	Read the daily routines of successful people (website).	Answer the questions. Write about your partner.	Read the advice and write your opinion about it.
	2 What do you do? pp. 18 – 19	Simple Present Interrogative	Jobs	"What does Christy Do?"	Discuss your answers to the questions.	"Fitness is My Life!"	Complete the word map. Complete the table.	Visit the Website. Choose the most dangerous jobs and explain your choice.
	3 Where do you work? pp. 20 – 21	Present Simple 3 rd Person Singular	Jobs Workplace	"Their Workplace"	Describe a job for your opponents to guess what it is.	"Dear Mark,..."		Write about public places.
	4 How often do you exercise? pp. 22 – 23	Likes/Dislikes Frequency Adverbs	Leisure Activities	"Do They Like...?"	Talk about your likes and dislikes. Interview a partner.		Complete the table. Write sentences for the game.	Visit the Website. Answer the question. Rank the activities.
Grammar Lab pp. 24 – 25		Closing Up pp. 26 – 27		Learning Evidence pp. 28 – 29		Evaluation Tools pp. 30 – 33		

Unit one B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	5 Can you drive at 80 mph? pp. 34 – 35	'can / can't'	Road rules Traffic Signs	"You Can't Turn Here!"	Discuss traffic laws and road signs.	Read the signs and discuss their meaning.	Complete the sentences. Write sentences according to the signs.	Visit the Website. Take the quiz.
	6 Could you help me? pp. 36 – 37	Modal Verbs 'can', 'could' 'would' Polite Requests	Hotel Travel	"Hotel Facilities"	Make requests and refuse politely.	Read and choose the correct option.	Write requests and offers.	Visit the Website. Share your results.
	7 Can you take out the trash? pp. 38 – 39	'Can/Could' Requests	Household Chores	"Could You Do the Dishes?"	Discuss household chores.	Read the dialogue.	Write the requests. Write a dialogue.	Visit the Website. Write tips of your own.
	8 Can you swim? pp. 40 – 41	'Can / Could' Ability Possibility Requests	Abilities Public Places	"You Can Ski in Aspen!"	Talk about places, activities and make requests.	Read the dialogue and complete the table.	Put the words in order to make requests.	Visit the Website. Write about what you can do.
Grammar Lab pp. 42 – 43		Closing Up p. 44 – 45		Learning Evidence pp. 46 – 47		Evaluation Tools pp. 48 – 51		

Use this blank page to make notes for each of the lessons, e.g., *homework and deadlines*.

Exploring Unit one pp. 12 – 13

CLIL Social Studies We are All Different! pp. 14 – 15

Unit one A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	1 What's your daily routine? pp. 16 – 17							
	2 What do you do? pp. 18 – 19							
	3 Where do you work? pp. 20 – 21							
	4 How often do you exercise? pp. 22 – 23							
Grammar Lab pp. 24 – 25		Closing Up pp. 26 – 27		Learning Evidence pp. 28 – 29		Evaluation Tools pp. 30 – 33		

Unit one B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	5 Can you drive at 80 mph? pp. 34 – 35							
	6 Could you help me? pp. 36 – 37							
	7 Can you take out the trash? pp. 38 – 39							
	8 Can you swim? pp. 40 – 41							
Grammar Lab pp. 42 – 43		Closing Up pp. 44 – 45		Learning Evidence pp. 46 – 47		Evaluation Tools pp. 48 – 51		

Exploring Unit two pp. 52 – 53

Information in relation to objects and actions

CLIL Art & Literature Roderigo and Iago pp. 54 – 55

Unit two A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	9 Fix it, please! pp. 56 – 57	Imperative	Maintenance Problems	"The Fairyland Hotel"	Give suggestions/ instructions.	Read and rank the hotel problems.	Complete the sentences. Correct the sentences.	Visit the Website. Take the quiz. Write sentences.
	10 What food is healthy? pp. 58 – 59	Countable and Uncountable Nouns	Food	"What Will They Have for Breakfast?"	Role-play. Discuss healthy and unhealthy food.	Read the article.	Complete the tables.	Visit the Website. Write about the best food for breakfast.
	11 What are you wearing? pp. 60 – 61	Present Progressive	Weather Clothes	"Is It Cold?"	Discuss weather and clothes.	Read the weather symbols.	Complete the sentences.	Visit the Website. Write tips of your own.
	12 Is there a jar of marmalade on your shopping list? pp. 62 – 63	Quantifiers 'There is', 'There are'	Food Packaging	"Jerry's Shopping List"	Talk about food you buy or not.	Read about food packaging.	Correct the sentences. Complete the sentences.	Visit the Website. Answer the questions.
Grammar Lab pp. 64 – 65		Closing Up pp. 66 – 67		Learning Evidence pp. 68 – 69		Evaluation Tools pp. 70 – 73		

Unit two B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	13 Do you eat too much sugar? pp. 74 – 75	Quantifiers 'much', 'many'	Eating Habits Ordering Food	"What's On The Menu?"	Talk about eating habits and healthy food.	Read the article.	Complete the table. Write the names of the dishes.	Visit the Website. Share your results.
	14 Are those your pencils? pp. 76 – 77	Demonstratives Definite and Indefinite Articles	School Materials General Vocabulary		Read your sentences aloud.		Complete the sentences.	Write a list of classroom objects.
	15 Is that a skull? pp. 78 – 79	Demonstratives	Celebrations Clothes and Accessories Prices		Talk about celebrations. Role-play your dialogues.	Read the conversation. Read the dialogues.	Write two shopping dialogues.	Write a paragraph about your favorite celebration.
	16 What do you look like? pp. 80 – 81	Verb 'have', 'have got'	Adjectives Appearance	"Describing Appearance" "Zack's Girlfriend"	Talk about your and others' appearance.	"Describing Appearance" "Zack's Girlfriend"	Complete the sentences. Answer the questions.	Visit the Website.
Grammar Lab pp. 82 – 83		Closing Up pp. 84 – 85		Learning Evidence pp. 86 – 87		Evaluation Tools pp. 88 – 91		
Audio Scripts pp. 93 – 94		Pictionary pp. 95 – 101		Irregular Verb List p. 102		The Writing Process p. 103		

Use this blank page to make notes for each of the lessons, e.g., *homework and deadlines*.

Exploring Unit two pp. 52 – 53

CLIL Art & Literature Roderigo and Iago pp. 54 – 55

Unit two A	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	9 Fix it, please! pp. 56 – 57							
	10 What food is healthy? pp. 58 – 59							
	11 What are you wearing? pp. 60 – 61							
	12 Is there a jar of marmalade on your shopping list? pp. 62 – 63							
Grammar Lab pp. 64 – 65		Closing Up pp. 66 – 67		Learning Evidence pp. 68 – 69		Evaluation Tools pp. 70 – 73		

Unit two B	Lesson	Grammar	Vocabulary	Listening	Speaking	Reading	Writing	Project
	13 Do you eat too much sugar? pp. 74 – 75							
	14 Are those your pencils? pp. 76 – 77							
	15 Is that a skull? pp. 78 – 79							
	16 What do you look like? pp. 80 – 81							
Grammar Lab pp. 82 – 83		Closing Up pp. 84 – 85		Learning Evidence pp. 86 – 87		Evaluation Tools pp. 88 – 91		

Generic Competences	Attributes
<p>Is self-determining and looks after him/herself</p> <p>1. Knows and values him/herself. Faces problems and challenges having specific objectives in mind.</p> <p style="text-align: center;">CCC1</p>	<ul style="list-style-type: none"> • Faces difficulties and is aware of his/her values, strengths and weaknesses. • Identifies his/her emotions and handles them constructively and recognizes the need to seek support in a situation out of his/her control. • Chooses alternatives and courses of action based on supported criteria in the framework of a life project. • Critically analyzes the factors that influence his/her decision-making. • Assumes the consequences of his/her behavior and decisions. • Manages resources considering restrictions in order to achieve his/her goals.
<p>2. Is sensitive to art and participates in the appreciation and interpretation of art in its different forms.</p> <p style="text-align: center;">CCC2</p>	<ul style="list-style-type: none"> • Values art as a manifestation of beauty and expression of ideas, sensations and emotions. • Experiments art as a shared historical fact that allows communication between cultures and individuals throughout time and space while developing a sense of identity. • Participates in art-related practices.
<p>3. Selects and follows healthy life styles.</p> <p style="text-align: center;">CCC3</p>	<ul style="list-style-type: none"> • Recognizes physical activity as a means of social, mental and physiological development. • Makes decisions based on the weighing of consequences from different consumption habits and risk activities. • Cultivates interpersonal relationships that contribute to his/her and others' human development.
<p>Expresses and communicates ideas</p> <p>4. Listens to, interprets and gives messages that are relevant to the context, selecting the appropriate medium and code.</p> <p style="text-align: center;">CCC4</p>	<ul style="list-style-type: none"> • Expresses ideas and concepts through linguistic, mathematical or graphic representations. • Applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing. • Identifies the key ideas in a text or oral speech and infers conclusions from them. • Communicates in a second language in everyday situations. • Uses information and communications technologies to obtain information and express ideas.
<p>Thinks critically and reflectively</p> <p>5. Innovates and suggests solutions to problems based on established methods.</p> <p style="text-align: center;">CCC5</p>	<ul style="list-style-type: none"> • Follows instructions and procedures reflexively, understanding how each of his/her steps contributes to the desired outcome. • Sorts information according to categories, hierarchies and relations. • Identifies the systems and rules or core principles underlying a series of phenomena. • Builds hypotheses and designs and implements models to prove their validity. • Synthesizes evidence obtained through experimentation to produce conclusions and ask further questions. • Uses information and communication technologies to process and interpret information.

Generic Competences	Attributes
<p>6. Has a personal opinion about topics of general interest and relevance, reflecting and critically considering different opinions.</p> <p style="text-align: center;">CCC6</p>	<ul style="list-style-type: none"> • Chooses the most relevant sources of information for a specific purpose and discriminates between them according to their relevance and reliability. • Evaluates arguments and opinions and identifies prejudices and fallacies. • Recognizes own prejudices, changes his/her views to meet new evidence, and integrates new insights and perspectives to his/her previous knowledge. • Structures ideas and arguments in a clear, coherent and concise manner.
<p>Learns autonomously</p> <p>7. Has initiative and interest to learn throughout his life.</p> <p style="text-align: center;">CCC7</p>	<ul style="list-style-type: none"> • Defines goals and tracks his/her knowledge construction process. • Identifies the activities that are of lesser and greater interest and difficulty, recognizing and controlling his/her reactions to challenges and obstacles. • Articulates knowledge from various fields and establishes relationships between them and his/her daily life.
<p>Works collaboratively</p> <p>8. Participates and collaborates effectively in groups.</p> <p style="text-align: center;">CCC8</p>	<ul style="list-style-type: none"> • Proposes ways to solve a problem or to develop a team project, defining a course of action with specific steps. • Provides views with openness and considers other people reflexively. • Assumes a constructive attitude consistent with the knowledge and skills he/she has within different work teams.
<p>Participates responsibly in society</p> <p>9. Participates, with civic and ethical values, in the life of his community, region, Mexico and the world.</p> <p style="text-align: center;">CCC9</p>	<ul style="list-style-type: none"> • Favors dialogue as a mechanism for conflict resolution. • Makes decisions in order to contribute to equity, welfare and the democratic development of society. • Knows his/her rights and obligations as a Mexican and as a member of various communities and institutions, and recognizes the value of participation as a tool to exercise them. • Contributes to strike a balance between self-interest and individual well-being with the general interests of society. • Acts in a proactive manner against social phenomena and keeps informed. • Notes that events taking place at local, national and international levels occur within an interdependent global context.
<p>10. Respects cultural diversity, beliefs, values, ideas and social practices.</p> <p style="text-align: center;">CCC10</p>	<ul style="list-style-type: none"> • Recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination. • Dialogues and learns from people with different views and cultural traditions by placing his/her own circumstances in a broader context. • Assumes that respect for differences is the principle of integration and coexistence in local, national and international contexts.
<p>11. Contributes to sustainable development critically and with responsible actions.</p> <p style="text-align: center;">CCC11</p>	<ul style="list-style-type: none"> • Assumes an attitude that favors the solution of environmental problems at the local, national and international levels. • Recognizes and understands the biological, economic, political and social implications of environmental damage in an interdependent global context. • Contributes to reach a balance between short and long term interests in relation to the environment.

Linguistic Competences	Attributes
LC1	<ul style="list-style-type: none"> Identifies, orders and interprets ideas, data and explicit concepts in a text, according to the context and medium.
LC2	<ul style="list-style-type: none"> Evaluates a text and compares the content with others, taking into consideration previous and new knowledge.
LC3	<ul style="list-style-type: none"> Makes hypotheses about natural and social phenomena, based on varied sources.
LC4	<ul style="list-style-type: none"> Produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.
LC5	<ul style="list-style-type: none"> Expresses ideas and concepts in creative and coherent texts, with clear introductions, developments and conclusions.
LC6	<ul style="list-style-type: none"> Presents his/her points of view to an audience in a precise, coherent and creative way.
LC7	<ul style="list-style-type: none"> Values and describes the role of art, literature and means of communication in the development of different cultures, taking into consideration the communicative purposes of different genres.
LC8	<ul style="list-style-type: none"> Values logical thinking in daily and academic communication processes.
LC9	<ul style="list-style-type: none"> Analyzes and compares the origin, development and diversity of systems and means of communication.
LC10	<ul style="list-style-type: none"> Identifies and interprets the general idea and possible development of a spoken or written message, using his/her previous knowledge, non-verbal clues and context.
LC11	<ul style="list-style-type: none"> Communicates in the foreign language in spoken or written discourse in accordance with the communicative purpose and situation.
LC12	<ul style="list-style-type: none"> Uses information and communication technology to do research, solve problems, produce materials and share information.

Phonemic chart

Use this chart to learn how to pronounce words using a dictionary. Visit the site to learn more about these symbols.

Consonants

hot -	/h/	shut -	/ʃ/	vet -	/v/
sit -	/s/	think -	/θ/	win -	/w/
tell -	/t/	other -	/ð/	sing -	/ŋ/
man -	/m/	vision -	/ʒ/	zen -	/z/
nut -	/n/	chat -	/tʃ/	but -	/b/
dig -	/d/	get -	/g/	fig -	/f/
king -	/k/	pet -	/p/	yes -	/j/
lit -	/l/	run -	/r/	just -	/dʒ/

Vowels

bait -	/eɪ/	wet -	/e/	about -	/aɪ/
father -	/ɑː/	bite -	/aɪ/	boy -	/ɔɪ/
bat -	/æ/	boat -	/əʊ/	hut -	/ʌ/
wear -	/eə/	food -	/uː/	pig -	/ɪ/
beer -	/ɪə/	foot -	/ʊ/	computer -	/ə/
feet -	/iː/	hot -	/ɒ/	pure -	/ʊə/
bird -	/ɜː/	bought -	/ɔː/		

To learn more about the IPA symbols visit:
<https://goo.gl/ij0YCC>



Exploring

Unit one

Surroundings



Explore:

Write the page number.

1. Where will you learn to tell the time?
2. Where will you read about work places?
3. Where will you learn about traffic signs?
4. Where will you learn to talk about ability?
5. Where will you learn to talk about likes and dislikes?
6. Where will you read about polite requests?

Conalep Unit Map

Unit		Learning Outcome
Active Communication in English. 54 hours	o n e	Surroundings 1. Personal information exchange related to decision-making 20 hours 1.1 Expresses likes, preferences and personal daily activities using tenses and frequency structures. 12 hours 1.2 Makes and responds to proposals and invitations using modal aspects of language. 8 hours
	t w o	Experiences 2. Information in relation to objects and actions 34 hours 2.1 Requests and provides information about products, goods and everyday services by describing their features and costs. 20 hours 2.2 Expresses everyday actions that occur when speaking about temporary situations according to the situation and context. 14 hours

What's in this Unit?

GOALS

- You will learn to describe your and others' daily routines using different time expressions.
- You will learn to describe different jobs using questions in the Simple Present.
- You will learn to talk about work and workplaces using 3rd Person Singular Simple Present statements.
- You will learn to talk about your likes and dislikes using the Simple Present and frequency adverbs.
- You will learn how to discuss road rules and traffic signs using 'can/can't'.
- You will learn to make polite requests and offers. Modal verbs 'can', 'could', 'would'.
- You will learn to make polite requests using 'can' and 'could' talking about household chores.
- You will learn to talk about leisure activities using 'can/can't' for ability, possibility and for making requests.

We are all different!

Cultural differences can sometimes make relationships difficult. Sometimes a person speaks in a different way (or another language altogether) or has very different ideas and morals. Here are some tips to avoid problems.

It's relative! Some things are relative to a language or a culture. It's important to understand that people from other cultures sometimes have very different values, but that doesn't mean they are wrong.

Personal space! Different cultures have different ideas about what personal space is public (in which other people can stand and talk with you) and private (only for people close to you). For example: Arabs do not have the concept of "personal space" that Americans have. It is considered offensive to step or lean away while talking to an Arab! Make sure you create enough distance between others when you talk. If you're not sure, you can always ask the others what they would like.

Respect beliefs! Remember, many people believe passionately in their religions, and what you think is unreal, may be their constant truth. If you have problems with this, it is probably better to avoid the topic of religion.

Learn to recognize physical cues: All cultures have their own gestures. Often when people visit other countries, they get lost and don't see subtle cultural cues. Sometimes this causes confusion. So, pay attention to body language and gestures and learn to understand them.

Know relationship differences: Many foreigners think relationships between people in the USA are superficial. In the same way, people from the USA sometimes think relationships in other cultures are very sentimental. So, if you think a person is very loud or very shy, it may be considered normal in his culture.

Learn about their culture: Learn about the greetings, the goodbye rituals, the before-meal ceremonies, the food, the clothes. If you like some, why not try them! This will help you understand people from other cultures.

Accept problems in communication: Sometimes there are problems when trying to communicate with people from other cultures. When this happens, use a little humour and try not to get defensive.

Ask: There is nothing better for effective communication. If you think something is funny or inappropriate, if you feel the other person is not paying attention to you or is offended, just ask him or her if there is a problem. Don't keep it to yourself!



Team up LC2

Read the text quickly and match each picture with one of the paragraphs.

Adapted from: <https://goo.gl/cLMFMa>



LC12

Reading Comprehension

- Choose the correct answer. This text is probably from:
 - a dictionary
 - a magazine about travel
 - a book
- The purpose of the text is:
 - to give information
 - to criticize different cultures
 - to give advice
- How formal or informal is this text? Mark with a X.
 - Very formal _____
 - Not very formal _____
- Which of these topics does NOT appear in the text?
 - Meals / eating habits
 - body language
 - education

Mini project

Find 5 ways your culture is different from the culture of the United Kingdom and the USA. Make a table like this:

Cultural difference	In my culture	In the uk	In the usa
1. <i>Greeting people</i>			
2.			
3.			
4.			
5.			



1 What's your daily routine?

Goal You will learn to describe your and others' daily routines using different time expressions.

Time to start **LC1**

Check the illustrations that represent what you do every day.

- What is your daily routine like on weekdays?
- What is your routine like on weekends?
- What's your favorite day of the week and why?



Listen on **Track 1** | Time **LC4 LC10**

Listen to the track and match the times. Listen and repeat.



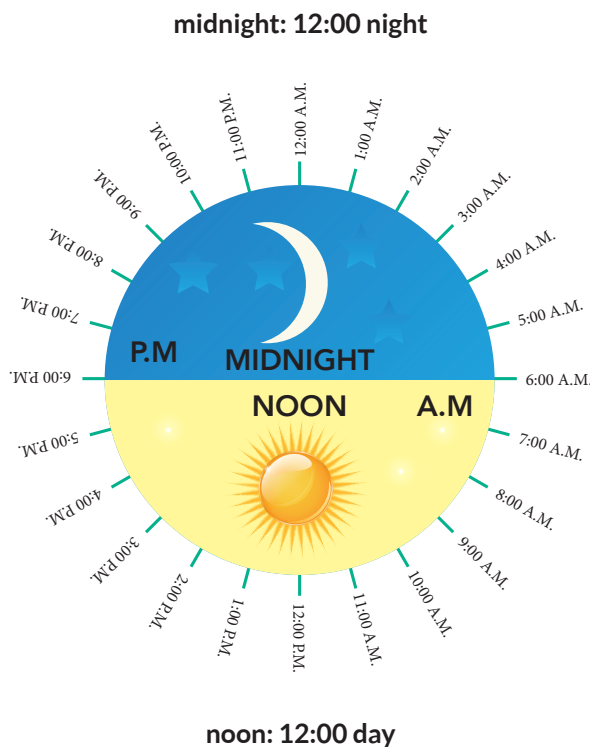
1. It's seven o'clock.
2. It's half past six. It's six thirty.
3. It's ten past ten. It's ten ten.
4. It's five to twelve. It's eleven fifty five.
5. It's ten to two. It's one fifty.
6. It's a quarter to eight. It's seven forty five.

What time is it now? Draw, write and say it.



Days of the Week and Time Expressions

- Wednesday
- Sunday
- Monday
- Tuesday
- Thursday
- Saturday
- Friday
- in the morning
- in the afternoon
- in the evening
- at night
- at midnight
- at noon



Listen on **Track 2** | Days of the Week and Time Expressions

Order and repeat the days of the week.

A.M. from midnight to noon

P.M. from noon to midnight

Listen on ▶ Track 3 | Ingrid's Routine **LC4** **LC10**

Ingrid is talking about her daily routine. Listen to her and answer the questions. Write complete answers.

1. What time does Ingrid wake up? _____
2. What time does she take a shower? _____
3. What time does she have breakfast? _____
4. What does she do at 7:30? _____
5. What time does she have lunch? _____
6. What time does she leave school? _____
7. What time does she go to the gym? _____
8. What does she do at 9? _____



Now listen to Jeff and circle the times he says.

1. Jeff gets up at 9:30 / 9:00.
2. He has breakfast at 10:00 / 9:30.
3. He visits his grandfather at 11:15 / 11:00.
4. They have lunch at 12:30 / 12:00.
5. Jeff meets his friends at 1:45 / 2:45.
6. He goes to the movies at 6:30 / 6:00.
7. He has dinner at 8:00 / 8:10.
8. He goes to sleep at 11:00 / 10:00.



SPEAK UP

What about your daily routine? Interview one of your classmates and write about his/her daily routine.

Team up **LC11** **CCC8**

Compare the illustrations. Brainstorm and discuss.

Interview and find three classmates with similar routines.



Identify **LC10** **LC11**



Project@Hand

Read the article about the daily routines of successful people on <https://goo.gl/wYm3h7>
Write about your routine and say if you'd follow the advice you read.
Explain your point of view.

CCC8

CCC7

LC12

2 What do you do?



Goal You will learn to describe different jobs using questions in the Simple Present.

Time to start LC1 LC3

What do they do?
What do you know about these jobs?



Read on Fitness is My Life! CCC3

My name is Rick. I'm twenty six years old. I'm from Buenos Aires, Argentina, but I live and work in Los Angeles, in the United States. I'm a fitness trainer and aerobics instructor in a sports club. I love my job. On weekends, I practice different sports. I play tennis, basketball and American football. My sister, Jenna, is a yoga instructor. Sometimes, we plan our work routines together. As a fitness trainer, I choose appropriate music and movements for each set of muscles. I correct participants for skill improvement. I teach proper breathing techniques. I demonstrate effective techniques and methods. I don't work on Saturdays and Sundays. Once a month, I attend fitness classes for trainers and instructors.



After you read the text, answer the questions.

1. Is Rick 25? _____
2. Is he from Argentina? _____
3. Does he live in Buenos Aires? _____
4. Does he work in a tennis club? _____
5. Does he play basketball? _____
6. What does Rick's sister do? _____
7. Does Rick correct participants? _____
8. Do Rick and Jenna plan their routines? _____
9. Does Rick work on weekends? _____
10. How often does Rick attend fitness classes for trainers? _____

Check it out!

If the question word 'Who' expresses the subject and not the object, the question is asked using positive sentence structure.

Example: *Who works in a sports club? NOT Who does work in a sports club?*

After you answer the questions, match the parts of the questions and the answers.

- | | | | |
|---------|---------------------|------------------------|-------------------------------------|
| 1. Do | _____ he/she/it | _____ practice sports? | _____ Yes, he does./No, he doesn't. |
| 2. Does | _____ I/we/you/they | _____ practice sports? | _____ Yes, they do./No, they don't. |
-
- | | | | |
|----------------|-------------|-------------------------|-----------------------------------|
| a. Where do | _____ they | _____ work? | _____ He rests on weekends. |
| b. What does | _____ Jenna | _____ do? | _____ Rick |
| c. When does | _____ Rick | _____ rest? | _____ She is a yoga instructor. |
| d. Who doesn't | | _____ work on weekends? | _____ They work in a sports club. |

Word for word Jobs and Occupations

Complete the word map. Then listen to **Track 4** and check.



Listen on ▶ Track 4 | What Does Christy Do? **LC1** **CCC4**

Would you like to have a part-time job?

Listen to the track and order the jobs in the list as they are mentioned in the dialogue. Then answer the questions. Choose one job and describe it.

- | | |
|-----------------------|---|
| ___ interior designer | a. Does a chef cook food? _____ |
| ___ caregiver | b. Does an interior designer fly airplanes? _____ |
| ___ tour guide | c. Does an accountant complete tax forms? _____ |
| ___ chef | d. Does a nurse take care of patients? _____ |
| ___ nurse | e. Does an architect cut hair? _____ |
| ___ doctor | f. Does a tour guide design buildings? _____ |
| ___ accountant | g. Does a cashier prescribe medicines? _____ |
| ___ pilot | h. Does a waiter serve food? _____ |
| ___ architect | |

Team up **LC4** **LC11** **CCC4** **CCC8**

Interview three classmates and complete the table in your notebook. Share your findings with the group.

	His/Her parents' jobs	Job descriptions
Student 1		
Student 2		
Student 3		

Identify **LC10** **LC11**

What jobs do these symbols represent?

Brainstorm your ideas and describe the jobs.



SPEAK UP **LC12**

Answer these questions and then discuss them with your classmates.

- What jobs do you find easy?
- What jobs are good for students and why?
- What jobs are interesting?
- Where would you like to work and why?

ICT **LC12** **Self-Study**

Visit <https://goo.gl/aIW3TN> and choose the most dangerous job. Explain your choice.





3 Where do you work?

Goal You will learn to talk about work and workplaces using 3rd Person Singular Simple Present statements.

Time to start LC1

Where do they work?



Listen on ▶ Track 5 | Their Workplace LC8

Where do your parents work?

Listen to the track and choose the correct names for the questions.

1. Who works in a hospital?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim
2. Who works in a drugstore?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim
3. Who works in a beauty parlor?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim
4. Who works in a garage?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim
5. Who works in a restaurant?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim
6. Who works in a department store?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim
7. Who works for a construction company?	Rashid	Magda	Karla	Chad	Andy	Rita	Kim

Writing practice LC9 Self-Study

Complete the sentences.

- | | |
|---------------------------------|--------------------------------|
| 1. a. I work in a fitness club. | b. He works in a fitness club. |
| 2. a. They play volleyball. | b. She _____ volleyball. |
| 3. a. We sell clothes. | b. Tony _____ clothes. |
| 4. a. You sleep at home. | b. It _____ at home. |

What do we add to the verb in the 3rd person (he/she/it) Simple Present statements?

Check it out!

go – goes
watch – watches

study – studies
fix – fixes

wash – washes
pass – passes

Team up LC11 CCC8

Work in teams. Each team has to choose five jobs from the list. The teams have to guess the jobs the opposite teams describe.

- office manager
- interior designer
- chef
- carpenter
- hairdresser
- salesperson
- cashier
- nurse
- waiter
- mechanic
- reporter writer
- computer programmer
- architect
- accountant
- tour guide
- pilot engineer

Example:

Team 1 "He serves food."

Team 2 "Waiter"

Team 2 "She cuts and styles hair."

Team 1 "Hairdresser"

Word for word CCC5

Read Marissa's e-mail and underline the words that you are familiar with. Then find the definitions for the words in bold and write sentences of your own using them. Read the job ads below and choose the best job for Marissa. Explain your choice.

INBOX

Dear Mark,

Thank you for offering your help. You're a successful **headhunter** in a multinational corporation and I need your **advice**.

I speak English and French **fluently**. I'd like to be a teacher, but I'm still studying. I have classes three days a week. I live in a small apartment. I'm married. My husband is a chef. He works in a restaurant **downtown**. My college is quite **expensive**, so I need a part-time job. I don't have much experience. We don't want to have a baby soon, but we want to **save** money and buy a house. I don't have a car. I take a bus to college. Sometimes my husband works on weekends. He goes to work by **subway**. I'm a fast learner and I like **challenges**.

Regards
Marissa

Receptionist

Full-time
3 years experience

Waiter

Part-time
Experience not necessary

French Tutor

Flexible hours
Some experience required

Nurse

Experience required
Mornings only

SPEAK UP LC4 CCC4

Read what these students say about their part-time jobs and discuss. Who would you identify yourself and why?

I'm Debby. I'm 18.
I'm a part-time waiter.
I work night shifts.

I'm Liz. I'm 19 years old. I work as a cashier in a retail store. I have flexible hours and my wage is \$7 per hour.

I'm Nick. I'm 20. I'm a part-time event usher. I work off campus. I get free admission to events or concerts.

My name is Sophie. I'm 18 and I'm a student. I'm a part-time caregiver. I take care of the elderly. It's a rewarding experience.



ICT LC12 Self-Study

Visit <https://goo.gl/E3PrQj> and learn more vocabulary related to jobs, work activities and objects.



Identify

What five words come to your mind when you hear the word 'career'?

Work in pairs and come up with a symbol for the word 'job'. Show it to the group and find a similar symbol. Decide on the symbol you like the most and explain your choice.

Project@Hand CCC7

Write about five public places close to your home.
Who works in those places?
Describe their jobs. Share your findings with the group. LC12



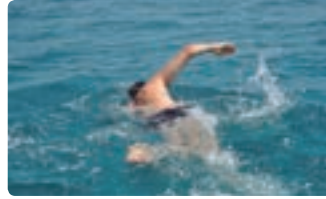
4 How often do you exercise?



Goal... You will learn to talk about your likes and dislikes using the Simple Present and frequency adverbs.

Time to start LC1

What do you like doing?



Listen on ▶ Track 6 | Do They Like...? LC2 CCC1 CCC6

What do you like doing on weekdays and on weekends?

Listen to the track and say how many names you hear. Listen again and find out whose likes are similar. Write the correct names in the boxes and repeat the sentences.

← love really like enjoy like don't like hate →

Grammar peek LC9 LC11 CCC3

Are these sentences similar? Why?

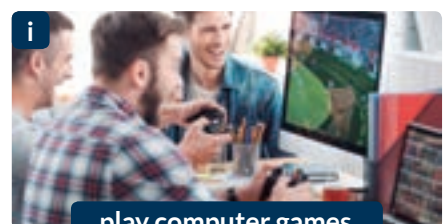
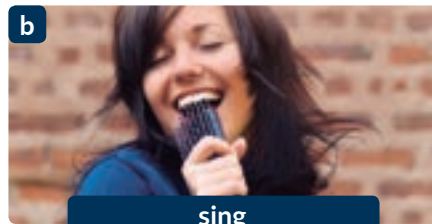
I like swimming. Ben enjoys playing chess. We don't like watching TV. She loves dancing.

Add 'ing' to the verb after 'like', 'enjoy', 'love', 'hate'. I like dancing.

Check it out!

- jog – jogging
- play – playing
- lie – lying
- dance – dancing

Look at the pictures and say what you like or don't like doing. Discuss it with your classmates.



Grammar peek Simple Present with Frequency Adverbs **LC9** **Self-Study**

Match the sentences with the pictures.

- a. Sam often washes his clothes.
- b. Sam never washes his clothes.

Adverbs of frequency tell us how often something happens.

- Always - 100%
- Usually - 75%
- Often - 50%
- Sometimes - 25%
- Never - 0%



How often do you work out? How often does your best friend call you?

SPEAK UP **LC11** **CCC8** **CCC10**

Interview a classmate and complete the table. Use verbs from the Be Aware section.

How often do you...?	always	usually	often	sometimes	never

Report your findings to the group. Talk about your classmate's routines, likes and dislikes.

Example: Carlos never cooks. He doesn't like cooking.

Team up **LC11** **CCC8**

Play this game in teams. Write five sentences in the Simple Present using frequency adverbs. Then, read your sentences out loud. When you read a sentence with the frequency adverb 'always', the opposite team has to clap their hands 4 times, 'usually' - 3 times, 'often' - 2 times, sometimes - 1 time, never - don't clap. Take turns reading the sentences.

Example: Team 1 "I often play tennis." Team 2 claps twice

Identify **LC10**

Copy the chart into your notebook. Under each bar, write a different activity. The highest bar represents the favorite and most frequent activity. Now ask a classmate to analyze and describe your chart.



Project@Hand **CCC7**

Read the article on <https://goo.gl/w657Ki> and find the answer to the question "How often should we exercise?" Make a list of ten different activities you do during weekdays. Now order them from your most to least favorite. Then, write how often you do them. **LC12**

Example: I love exercising.
I always exercise in the morning.

Grammar Lab LC9

Present Simple

Expressing likes and dislikes

When we want to talk about something we like or dislike we can use these phrases below:



I like...

He/She likes...

I love...

He/She loves...

I enjoy...

He/She enjoys...

I don't like...

He/She doesn't like...

I hate...

He/She hates...



For example:

- I love chocolate
- He doesn't like dogs

For example:

- I like listening to music
- Martina enjoys driving her car
- He hates going to the dentist



Complete the sentences below with the correct -ing form of the verbs in brackets:



Hi there! My name's Max and I love _____ (travel) around the world. Every year, I visit a different country because I like _____ (see) new places and _____ (try) different food. Wherever I go, I always bring my camera with me because I love _____ (take) pictures of scenery and sightseeing. Although I love _____ (go) on adventures, I don't like _____ (fly) on planes because I hate _____ (sit) in the same place for a long time. So when I'm on the plane, I like to pass the time by _____ (read) books and _____ (listen) to music. When I visit exotic countries like Africa, I love _____ (go) on jungle safaris and _____ (watch) wild animals like lions, tigers and monkeys. I enjoy _____ (be) outdoors and camping under the stars and I always hate _____ (come) back home!

You will need a die and counters. Play in groups of four. Roll the die, move the number of squares indicated. Answer the question or follow the instructions in the square. In squares with a question mark, you have to ask a question related to the grammar or vocabulary in the unit, to any person in your team. If you don't do the task correctly, you miss a turn. The winner will be the first to get to the FINISH line.

START

1

Change these sentences from 1st to 3rd person in the Present Simple.
I try to be on time.
You play the guitar well.

2

Say the correct preposition for these words.

- 1982
- dawn
- Wednesday
- June

5



What time is it in this clock?
What time is it now?

4

Tell your partners about things you love, you enjoy and you hate.

3



6

Ask a partner about three routines. Start with **Do you...?**

7

Tell your partners about something you... do:

- always
- never
- sometimes

8

How often do you...
go out for lunch?
go swimming?
play football?

FINISH

10

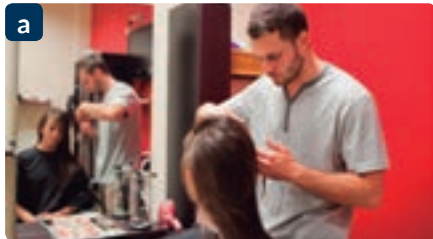
Correct this sentence:
Boris is an architect.
He cuts hair.

9



Closing Up CCC7

1. Write complete sentences in the Present Simple affirmative according to the pictures and using the phrases below.



a Mati is a hairdresser.



b Sharon is a waitress.



c Carol is a chef.



d Hector is an architect.



e Carl is a firefighter.



f Olga is a doctor.

put out fires

treat patients

serve food

design buildings

cook food

cut hair

- a. Mati is a hairdresser. He _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

2. Change these sentences to the 3rd person Present Simple affirmative using **he** or **she**.

- a. I go to work every day. *He goes to work every day.*
- b. We study English at school. _____
- c. They speak Spanish very well. _____
- d. I have many friends. _____
- e. You know how to cook. _____
- f. They deliver pizza on Sundays. _____
- g. We rest in summer. _____
- h. I read this magazine for my children. _____
- i. You call me every day. _____
- j. They write to you many letters. _____

3. Match the words with the correct prepositions.

at

on

in

- 4:15 p.m.
- Tuesday
- September
- night
- breakfast

4. Complete with the correct prepositions: **at**, **on**, **in** or nothing.

- a. We work _____ Mondays.
- b. Jenna teaches _____ the afternoons.
- c. My friend arrives _____ January.
- d. My birthday is _____ Spring.
- e. Tom comes home _____ 7 o'clock.
- f. Victoria has lessons _____ every day.
- g. I sleep _____ dawn.
- h. This office is closed _____ Fridays.
- i. I have vacations _____ summer.
- j. We have breakfast _____ the morning.



5. Answer these questions using: **Yes, I do** / **No, I don't** / **Yes, I am** / **No, I'm not** / **Yes, it is** / **No, it isn't**. Underline all the prepositions of time.

- a. Do you have vacations in July?
- b. Are you busy on Wednesday?
- c. Do you have breakfast in the morning?
- d. Is your birthday in winter?
- e. Do you have lunch at noon?
- f. Are you with your family at Easter?
- g. Do you wake up at 7am?
- h. Do you meet your friends at dinner?
- i. Do you study in the afternoon?
- j. Do you play soccer on Sundays?

Learning Evidence

CCC7

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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	<input type="radio"/>
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	<input type="radio"/>
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	<input type="radio"/>
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	<input type="radio"/>
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	<input type="radio"/>
TOTAL					<input type="radio"/>

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always 5 Almost always 4 Sometimes 3 Rarely 2 Never 1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent VG = Very Good G = Good A = Average NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CAIN-02	Name of Module: Active Communication in English	Student's Name:	
Evaluator's Name:		Group:	Date:
Learning Outcome:	1.1 Expresses likes, preferences and personal daily activities using tenses and frequency structures.	Evaluation Activity:	1.1.1 Writes a paragraph in English expressing his/her personal likes and interests.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discourse Elements in Text (Self-evaluation)	5	<ul style="list-style-type: none"> Writes a paragraph related to his/her personal likes and interests that includes the following: <ul style="list-style-type: none"> – food and drink – objects in his/her surroundings – pastime activities – sports – music he/she likes or dislikes – texts he/she likes to read Includes the following aspects of manner, time and place: <ul style="list-style-type: none"> – schedules of activities and pastimes – places where the activities are carried out 	<ul style="list-style-type: none"> Writes a paragraph related to his/her personal likes and interests that includes the following: <ul style="list-style-type: none"> – food and drink – objects in his/her surroundings – pastime activities Includes the following aspects of manner, time and place: <ul style="list-style-type: none"> – schedules of activities and pastimes – places where the activities are carried out – frequency of activities 	<ul style="list-style-type: none"> Writes a paragraph not related to his/her personal likes and interests omitting one or more of the following aspects: <ul style="list-style-type: none"> – social, cultural or work activities – food and drink – objects in his/her surroundings – pastimes Misses one or more of the following aspects of manner, time and place: <ul style="list-style-type: none"> – schedules of activities and pastimes – places where the activities are carried out – frequency of activities
Written Presentation	40	<ul style="list-style-type: none"> Uses paragraph format Uses simple sentences Uses connectors such as: <i>and, so, but, also</i> Enriches sentences or phrases with the correct grammar structure Has no spelling mistakes Has minimal grammar and structure mistakes Writes two pages Describes activities in logical sequence Includes a cover in English with the following information: <ul style="list-style-type: none"> – subject – student's Name – date in English format – name of the task – name of school – teacher's Name 	<ul style="list-style-type: none"> Uses paragraph format Uses simple sentences Uses connectors such as: <i>and, so, but, also</i> Enriches sentences or phrases with the correct grammar structure Has no spelling mistakes Has minimal grammar and structure mistakes Writes one page Describes activities in logical sequence 	<ul style="list-style-type: none"> Misses one or more of the following aspects: <ul style="list-style-type: none"> – paragraph format – simple sentences – use of connectors such as: <i>and, so, but, also</i> – use of sentences or phrases with the correct grammar structure – avoid spelling mistakes – avoid grammar and structure mistakes – write one page – description of activities in logical sequence

Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	35	<ul style="list-style-type: none"> • Uses the Simple Present • Uses personal pronouns • Uses the auxiliary "do" • Uses vocabulary related to activities that reflect his/her preferences, likes and interests • Uses <i>collocations</i> related to emotions and feelings • Uses five or six different fixed phrases to express likes and dislikes • Uses vocabulary related to frequency • Uses verbs, vocabulary and grammar that correspond with the development of activities and pastimes • Uses vocabulary related to parts of the body 	<ul style="list-style-type: none"> • Uses the Simple Present • Uses personal pronouns • Uses the auxiliary "do" • Uses vocabulary related to activities that reflect his/her preferences, likes and interests • Uses three or four different fixed phrases to express likes and dislikes • Uses vocabulary related to frequency • Uses vocabulary related to schedules • Uses verbs, vocabulary and grammar that correspond with the development of activities and pastimes 	<ul style="list-style-type: none"> • Uses incorrectly or not at all one or more of the following grammar points: <ul style="list-style-type: none"> – Simple Present – personal pronouns – auxiliary "do" – vocabulary related to activities that reflect his/her preferences, likes and interests – three or four different fixed phrases to express likes and dislikes – vocabulary related to frequency – vocabulary related to schedules – verbs, vocabulary and grammar that correspond with the development of activities and pastimes
Attitude	20	<ul style="list-style-type: none"> • Shows organization and responsibility by delivering work before the deadline given • Delivers work, paying attention to order and cleanliness • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows honesty by providing true information 	<ul style="list-style-type: none"> • Shows responsibility by delivering work on the deadline given • Delivers work, paying attention to order and cleanliness • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows honesty by providing true information 	<ul style="list-style-type: none"> • Shows lack of responsibility by delivering work after the deadline given, or not delivering work at all • Delivers work disregarding order and cleanliness • Shows lack of perseverance by not correcting mistakes marked in previous activities • Shows dishonesty by providing false or inaccurate information
	100			

5 Can you drive at 80 mph?



Goal You will learn how to discuss road rules and traffic signs using 'can/can't'.

Time to start LC1

Can you drive?

When did you take your driving test?

Do you have a driver's license?

Work in pairs and speak about your driving test.

- Did you make any mistakes?
- Did you pass the first time?
- Is the test strict in your country?
- Was the examiner nice and friendly to you?



Grammar peek LC9 CCC7

Look at these traffic signs. What do they mean?

In which of these two sentences 'can' or 'can't' is used for prohibition or permission?

She can't smoke here. It's illegal.

You can clean the room after the boss leaves.

If you are driving and you see these signs next to the road:

- What can you do?
- What can't you do?



Complete the sentences with 'can' or 'can't' about these two road signs:

You _____ turn right.

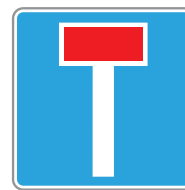
You _____ turn left.

You _____ drive under 50 mph.

You _____ drive at 60 mph.

Listen on Track 7 | You Can't Turn Here! LC1 LC8

Do you think that understanding traffic control and road signs can make you a safer driver? Listen to the track and say how many 'can' or 'can't', you hear. Listen to Rose and Zack and mark the road signs they see. What do the other signs mean?



Listen on ▶ Track 7 | You Can't Turn Here! **LC1**

Listen to the dialogue and choose TRUE or FALSE for the statements below.

1. Rose can drive at 60 miles per hour.	TRUE	FALSE
2. She can't pull off the road.	TRUE	FALSE
3. She can see well.	TRUE	FALSE
4. She can't make a U-turn.	TRUE	FALSE
5. She can turn left.	TRUE	FALSE
6. She can keep going.	TRUE	FALSE
7. She can turn right.	TRUE	FALSE
8. She can drive at 25 miles per hour in a school crossing zone.	TRUE	FALSE
9. She can make a U-turn.	TRUE	FALSE
10. She can see the speed bumps sign.	TRUE	FALSE

SPEAK UP **LC4** **LC11** **CCC4** **CCC8**

Now think about the traffic laws in your country. Complete each sentence with either can or can't and discuss them.

- | | |
|---|--|
| 1. You _____ drive when you are 17 years old. | 4. You _____ drive after drinking two beers. |
| 2. You _____ drive without wearing a seat belt. | 5. You _____ drive while using a mobile telephone. |
| 3. You _____ turn right at a red light. | 6. You _____ drive over 70mph. |

Team up **LC11** **CCC8**

Each team has to write a sentence underneath each sign using 'can' or 'can't'. The fastest team will win.



Identify **LC8**

What do these road signs mean?

Brainstorm your ideas.



Project@Hand

Take the US road sign test on <https://goo.gl/teWTOJ> Discuss the results with your classmates. Choose five signs which meaning you don't understand. How many signs from the test do you remember? Draw them and discuss their meanings.

CCC7

LC12



6 Could you help me?

Goal You will learn to make polite requests and offers. Modal verbs 'can', 'could', 'would'.

Listen on ▶ Track 8 | Hotel Facilities **CCC4**

Check the facilities mentioned in the telephone conversation.

Receptionist: How can I help you?

Carol: Could you tell me about your hotel's facilities?

Receptionist: Our hotel provides you with fax service, swimming pools, tennis courts, a 24 - hour restaurant and a café.

Carol: Could I use an indoor pool?

Receptionist: No, I'm sorry, it doesn't have any. But we have four outdoor pools.

Carol: Could you tell me if there is a conference room in the hotel?

Receptionist: Yes, there is. And you could use an overhead projector if needed.

Carol: Thank you very much for the information.

Receptionist: You're welcome.



Conference room Internet access Fax service Air conditioning
 Mini-bar Outdoor pool Gymnasium Restaurant

ICT **LC12** **Self-Study**

Take a test "Who would make these requests?" <https://goo.gl/QhMGez>



Grammar peek Modal verbs can, could, would **LC9**

We use modal verbs can, could and would for particular communicative functions.

requesting	Can you look after him? Would you please look after him?
offering	Can I help you? Would you like me to help you?
asking for or granting permission	Can I come in? Yes, you can.
suggesting	You could sit down. You can bring her in.
inviting	Would you like to go to the movies?

Read and match

Match the expressions with the pictures.

- Can I help you?
- Would you please open the window?
- Could I use the fax service?
- Would you marry me?



Writing practice LC2 Self-Study

Write a few sentences expressing requests and offers. Use *can*, *could* or *would*. Use the following verbs: *pick up*, *take off*, *find out*. Use a dictionary if necessary.

Read and choose

Choose the correct option.

- | | | | | |
|--|------------|---------|-------|------------|
| 1. Could you bring me an air sickness bag? | invitation | request | offer | suggestion |
| 2. You could catch the bus here. | invitation | request | offer | suggestion |
| 3. Can you carry my bags? | invitation | request | offer | suggestion |
| 4. Would you come for lunch? | invitation | request | offer | suggestion |
| 5. Would you like more soup? | invitation | request | offer | suggestion |
| 6. Could you give me a ride? | invitation | request | offer | suggestion |
| 7. Would you come to the party with me? | invitation | request | offer | suggestion |
| 8. You can change your clothes here. | invitation | request | offer | suggestion |
| 9. Can I help you with your bags? | invitation | request | offer | suggestion |
| 10. Would you pick up my girlfriend? | invitation | request | offer | suggestion |

Could you give me a ride?



Can you lend me some money?



Would you take care of my little brother?



SPEAK UP LC8 CCC8

Work in pairs. Ask your partner for a favor, using 'could', 'can' or 'would'. Your partner refuses very politely and gives you an incredible excuse. Act out your conversation in front of the class. Vote for the most incredible excuse.

ICT LC12 Self-Study

<https://goo.gl/DV7Azl>



7 Can you take out the trash?



Goal You will learn to make requests using 'can' and 'could' talking about household chores.

Time to start LC1 CCC4

Mark the drawings that represent the chores that you normally do.

What drawings represent the following household chores?

- sweep the floor
- wash the windows
- do the laundry
- vacuum the floor

Listen on ▶ Track 9 | Could You Do the Dishes? CCC10

What requests do you normally make at home? What requests do your parents, your husband/wife, your boyfriend/girlfriend make at home? Listen. Who is talking? Listen again and write the requests you hear.

LC1



Listen again and mark the pictures that represent the requests you heard.



Grammar peek **LC9**

Which sentence expresses a request?

- a. I have to go out for an hour. Could you look after the children?
 b. With your arm like that, can you look after the children?

Which sentence expresses a request?

1. Our guests will use the bathroom. _____ Could you clear out the garbage?
 2. The kitchen needs to be cleaned. _____ Could you give the tub a quick cleaning?
 3. The bin is full of trash. _____ Can you wipe the countertop, please?

Word for word **CCC7**

Would you rather study phrasal verbs as you come across them than try to memorize many at once? Phrasal verbs are two-word phrases consisting of verb + adverb or verb + preposition. Phrasal verbs often have more than one meaning. Underline the phrasal verbs in the requests and match them with their definitions.

1. Could you pick up the toys? _____ to cause to begin the operation, activity, or flow
 2. Can you clean up your room? _____ to suspend or lean from an opening, as for airing
 3. Could you wipe off the table? _____ to collect or gather
 4. Can you hang out the clothes? _____ to consume (food or drink) readily and quickly, or remove something
 5. Could you turn on the sprinklers? _____ remove by rubbing or erasing
 6. Can you put away the dinner? _____ to make clean or orderly

SPEAK UP **LC11** **CCC4** **CCC6**

- Who does the housework in your family?
- Should men, women and children share the household chores?
- Who should do more household chores in the house, men or women?
- What are your ideas on how to assign chores in a family?
- Did your parents use to give you money as a reward for doing chores?



Read on

Read the dialogue and role-play it in pairs. Change the phrasal verbs and household chores.

Hector: Dad, can I go outside to play?

Father: Did you get your Saturday chores done? No playing until your work is done.

Hector: Ok. What is my work?

Father: First, you have to scrub the bathtub.

Hector: Can I do the living room? I really hate cleaning the bathroom.

Father: All right. But you have to vacuum the living room.

And be sure to dust everything. After that, sweep and mop the kitchen floor and don't forget to polish the table in the living room. Then, make your bed and pick up your toys. Put them all away.

Hector: When I'm done, can I go out for lunch and get a big milkshake?

Father: Of course.

Hector: And what are your chores today?

Father: I'll be out in the yard raking leaves and pulling weeds. Then, I'll take out the trash.



Project@Hand

CCC7

LC12

Finding the time and energy to do household chores can be an issue. You can find more and more house cleaning services that will do the job for you for a fee. Search the Internet for two companies that provide house cleaning and compare their work in terms of price, range of cleaning services, and guarantee. Watch the video and read about teaching kids to help with chores on <http://goo.gl/JUVIdP> Write a few tips of your own and share them with the group.



8 Can you swim?

Goal You will learn to talk about leisure activities using 'can/can't' for ability, possibility and for making requests.

Time to start LC1

Which of these can you do?



Grammar peek Can for ability LC9

What sentence is correct?

- I can running.
- I can run.
- I can to run.

can + verb can not = can't

Choose what you can do.

I can swim.

I can cook.

I can ride a bicycle.

I can sew.

I can speak English.

Listen on Track 10 | You Can Ski in Aspen! LC1 LC4

Have you ever heard of Aspen? Would you like to go there? What winter resorts do you have in your country?

Choose your favorite season. Explain your choice. Listen to the track and complete the sentences with 'can' or 'can't'.

1. You _____ kayak or raft in early spring.
2. You _____ play golf in winter.
3. You _____ snowboard in late fall.
4. You _____ rock climb in winter.
5. You _____ raft in winter.
6. You _____ take eco-tours in late spring.
7. You _____ hike in summer.
8. You _____ ski in summer.
9. You _____ canoe in late spring.
10. You _____ enjoy the outdoors all year long.



Grammar peek LC9

What sentence expresses a request?

- a. Can you ride a bicycle? b. Can I ride your bicycle?

Make a request with 'can' putting the words in order.

1. you / open / window / Can / the ?
2. in / come / I / Can ?
3. explain / you / Can / rules / these ?
4. Can / louder / speak / you ?

Read the dialogues and complete the table.

A: Can I have a cup of tea, please? 1
 B: Of course. What tea would you like?
 A: Chamomile, please.
 B: Of course. Here you are. That's two fifty, please.
 A: Thanks a lot.

A: How can I help you? 2
 B: Can I cash this check, please?
 A: Yes. Can you sign it, please?
 B: Thank you.
 A: Have a nice day.

A: Can I buy a ticket to London? 3
 B: Would you like a round-trip ticket?
 A: Yes. Thank you. How much is it?
 B: Six hundred dollars. Here is your ticket.
 A: Thank you so much.

A: A: Can I try this coat on, please? 4
 B: Sure. The fitting room is over there.
 A: Thank you very much. Does it come in a smaller size?
 B: Yes. I'll bring another one right away.
 A: Perfect.

Where is he?

1. He is in a _____
2. _____
3. _____
4. _____

What does he want?

1. He wants to _____
2. _____
3. _____
4. _____

Team up LC11 CCC4 CCC8

Play this game in groups or teams of five. One team has to pick a place. Other teams have to come up with a matching activity and make a request. Take turns.

Example: Team 1 "an Internet café"
 Team 2 "send an e-mail", "Can I send an e-mail?"



Project@Hand

Visit <https://goo.gl/PkoZtm> and write about what you can do in Acapulco.

CCC7

LC6

LC12



ICT LC12 Self-Study

Watch the video on <https://goo.gl/UHsZav> Study different ways of making requests. Now make a video of you explaining to your classmates how to make polite requests in English.



Grammar Lab LC9

The modal verbs **can**, **could** are used to talk about ability, ask for permission, make requests and talk about possibility.

Ability:

We use **can** to talk about someone's skill or general abilities:

She **can speak** a few languages.
They **can't dance** well.

We use **could** to talk about **past** time abilities:

She **could speak** a few languages when she was ten.
They **couldn't dance** very well a year ago.

Permission:

We use **can** to ask for permission to do something:

Can I ask a question, please?
Can we go home now?

could is more formal and **polite** than **can**:

Could I ask a question please?
Could we go home now?

We use **can** to **give** permission:

You can go home now if you like.
You can borrow my pen if you like.

Requests:

We use **could/can you** as a polite way of telling or asking someone to **do something**:

Could you take a message please?
Can I have my bill please?

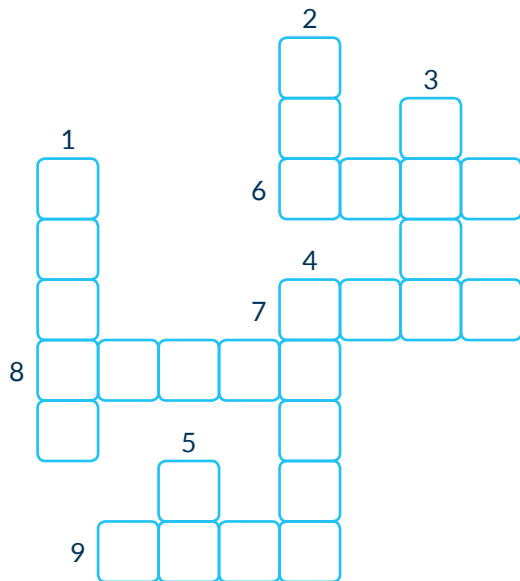
Possibility:

We use the modal **can** to make **general statements** about what is possible:

It **can be** very hot in the summer. (= *It is sometimes very hot in the summer*)
You **can** ski there. (= *It is possible to ski there.*)

Play with a partner against another pair. Set a time to answer the questions and complete the crossword puzzle with phrasal verbs. The winners will be the first pair of students to finish.

Crossword puzzle



Down

1. My mom had a nervous _____ down.
2. It's too dark. _____ on the lights.
3. "What do you want to be when you _____ up?" "An engineer."
4. If you see danger on the road, _____ away!
5. _____ on. You are doing a great job.

Across

6. _____ the radio down. The baby is sleeping.
7. If you let your parents _____, they will be very disappointed.
8. Please, could you look _____ my cat? I am going on vacation.
9. _____ in! The door is open.

Play in pairs. Set a time to find in the puzzle the words that complete the sentences. The winner will be the first student to finish.

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

10. _____ I help you?
11. _____ you like me to help you?
12. _____ leave the children unattended!
13. _____ shout! The baby is sleeping.
14. Give _____ his sweater.
15. The sweater's on the floor. Pick _____ up.
16. My dad sent _____ a present for our birthday.
17. I told _____ to go away.

Closing Up CCC7

1. Read the sentences and write **R** (Request), **O** (Offer) or **I** (Invitation).

- a. Can you look after my cat, please? _____
- b. Would you like me to help you? _____
- c. Would you like to go dancing? _____
- d. Could you please give me a glass of water? _____
- e. Can I do anything for you? _____
- f. Can you go to the concert with me? _____

2. Make polite requests according to the pictures. Use the phrases below.



help me wash the dog

help you

use the computer

change the tire

show me 6th Street

light a fire

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

3. Make requests according to the pictures using: **Can I have...? Could you give/help me...?**



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

4. Where would you say these phrases? And to whom?

- a. Could you bring me an air sickness bag? _____
- b. Could you tell me where the museum is? _____
- c. Would you like more soup? _____
- d. Can I use your pencil sharpener? _____
- e. Could you please sit down and keep silence? _____
- f. Would you like to see the exhibition? _____
- g. Can you give me an aspirin? _____
- h. Could you lend me some money? _____

Learning Evidence

CCC7

- _____
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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	<input type="radio"/>
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	<input type="radio"/>
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	<input type="radio"/>
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	<input type="radio"/>
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	<input type="radio"/>
TOTAL					<input type="radio"/>

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always 5 Almost always 4 Sometimes 3 Rarely 2 Never 1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent VG = Very Good G = Good A = Average NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CAIN-02	Name of Module: Active Communication in English	Student's Name:	
Evaluator's Name:		Group:	Date:
Learning Outcome:	1.2 Makes and responds to proposals and invitations using modal aspects of language.	Evaluation Activity:	1.2.1 Interacts orally in English to invite and respond to invitations.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discourse Elements in Script	30	<ul style="list-style-type: none"> Prepares a script of informal conversation to invite and respond to invitations. Uses a dialogue model and turn taking under the following scheme: <ul style="list-style-type: none"> greeting invitation to a cultural activity rejecting invitation and giving reasons invitation to an educational activity accepting the invitation agreement on time, date and place farewell 	<ul style="list-style-type: none"> Prepares a script of informal conversation and to invite and respond to invitations. Uses a dialogue model and turn taking under the following scheme: <ul style="list-style-type: none"> greeting invitation to a cultural activity rejecting invitation and giving reasons invitation to an educational activity accepting the invitation farewell 	<ul style="list-style-type: none"> Prepares a script of informal conversation without inviting and responding to invitations. When writing a dialogue misses one or more of the following aspects and turn taking under the following scheme: <ul style="list-style-type: none"> greeting invitation to a cultural activity rejecting invitation and giving reasons invitation to an educational activity accepting the invitation farewell
Tone and Pronunciation Elements	20	<ul style="list-style-type: none"> Speaks in a strong and clear volume. Uses slow and natural pace Articulates English sounds in such a way that the message is understood Avoids pronunciation mistakes Says complete sentences Uses tone and intonation of questions and answers Joins sounds in contractions 	<ul style="list-style-type: none"> Speaks in a strong and clear volume. Uses slow and natural pace Articulates English sounds in such a way that the message is understood Has minimal pronunciation mistakes Says complete sentences. 	<ul style="list-style-type: none"> Misses one or more of the following criteria: <ul style="list-style-type: none"> strong and clear volume. slow and natural pace Articulates English sounds in such a way that the message is understood with difficulty or not at all Says incomplete sentences.

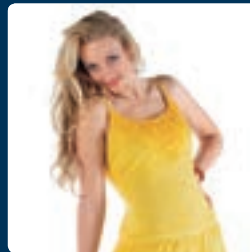
Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	30	<ul style="list-style-type: none"> • Uses modal verbs • Uses vocabulary to invite and accept or decline invitations • Uses vocabulary related to cultural, educational or social activities • Uses the verb <i>Let's</i> • Uses expressions to say thanks • Uses the Simple Present • Uses the Present Continuous • Uses subject-verb agreement • Uses vocabulary to apologize • Uses the modal verb <i>would</i> • Uses vocabulary to propose activities 	<ul style="list-style-type: none"> • Uses modal verbs • Uses vocabulary to invite and accept or decline invitations • Uses vocabulary related to cultural, educational or social activities • Uses the verb <i>Let's</i> • Uses expressions to say thanks • Uses the Simple Present • Uses the Present Continuous • Uses subject-verb agreement 	<ul style="list-style-type: none"> • Uses incorrectly or not at all one or more of the following grammar points: <ul style="list-style-type: none"> – modal verbs – vocabulary to invite and accept or decline invitations – vocabulary related to cultural, educational or social activities – the verb <i>Let's</i> – expressions to say thanks – the Simple Present – the Present Continuous – subject-verb agreement
Attitude	20	<ul style="list-style-type: none"> • Shows responsibility by delivering work before the deadline given • Delivers reader-friendly work, paying attention to order and cleanliness • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect by taking care of materials and school facilities • Shows willingness and assumes the role assigned in collaborative work 	<ul style="list-style-type: none"> • Shows responsibility by delivering work before the deadline given • Delivers reader-friendly work, paying attention to order and cleanliness • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect by taking care of materials and school facilities • Shows willingness and assumes the role assigned in collaborative work 	<ul style="list-style-type: none"> • Shows lack of responsibility by delivering work after the deadline given • Delivers work disregarding order and cleanliness • Shows inconsistency by not correcting previously marked mistakes • Shows disrespect by not taking care of materials and school facilities • Does not assume the role assigned, therefore hindering collaborative work
	100			

Exploring

Unit two

Experiences



Explore:

Write the page number.

1. Where will you listen about Kelly and Cathy?
2. Where will you learn how to use imperatives?
3. Where will you learn to write a shopping list?
4. Where will you talk about the weather?
5. Where will you talk about food packaging?
6. Where will you talk about food?

Conalep Unit Map

Unit		Learning Outcome
Active Communication in English. 54 hours	o n e	<p>Surroundings</p> <p>1. Personal information exchange related to decision-making 20 hours</p> <p>1.1 Expresses likes, preferences and personal daily activities using tenses and frequency structures. 12 hours</p> <p>1.2 Makes and responds to proposals and invitations using modal aspects of language. 8 hours</p>
	t w o	<p>Experiences</p> <p>2. Information in relation to objects and actions 34 hours</p> <p>2.1 Requests and provides information about products, goods and everyday services by describing their features and costs. 20 hours</p> <p>2.2 Expresses everyday actions that occur when speaking about temporary situations according to the situation and context. 14 hours</p>

What's in this Unit?

GOALS

- You will learn how to use imperatives giving polite instructions.
- You will learn to talk about food using countable and uncountable nouns.
- You will learn to talk about the weather and clothes using the Present Progressive.
- You will learn to write a shopping list and describe different food packaging using quantifiers.
- You will learn to use the quantifiers 'much' and 'many' to talk about eating out and your eating habits.
- You will learn to use definite and indefinite articles, demonstratives, classroom language and name classroom objects.
- You will learn to talk about objects and celebrations, ask and answer about prices.
- You will learn to ask about and describe physical appearance.

Roderigo and Iago

Roderigo and **Iago** enter.

Roderigo: Come on, don't tell me that. You know about this, Iago. You are such a good friend that I let you spend my money.

Iago: You are not listening to me! I don't know what is happening—if you find out I know, you can go ahead and hate me.

Roderigo: You hate him. I hate you.

Iago: I hate him, I swear. Venice's most important noblemen take their hats off to **him** and ask him humbly to make me his lieutenant, the second in command. And I know my own value well enough to know I deserve that position. But he wants to have things his own way, and he refuses their request. "I have a lieutenant," he says. And who does he choose? A guy who knows more about numbers than fighting! This guy from Florence named Michael Cassio. He has a pretty wife, but he can't control her. And he's definitely not a commander. He has no knowledge of warfare—he reads about war in books. His military understanding is all theory, no practice. But Cassio's his lieutenant. My career is now for the bookkeeper, even though the general knows my fighting skills. This accountant is now lieutenant, while I am the Moor's flag-bearer.

Adapted from <http://nfs.sparknotes.com>



Team up

Read this extract of a play. Discuss:

- What do you think this play is about? How do you know?
- What kind of play do you think it is (mystery, romance...)?
- Do you think you would like to read this play? Why or why not?
- Use ICTs to find out the title and author of the play from which this extract was taken:

TITLE _____ AUTHOR _____

Visit <https://goo.gl/KrPLCt> and choose a play – it can be a tragedy, a comedy or a history play. Organize a Theater Day and perform a play for the school.



LC12

Reading Comprehension

- Circle the correct sentence.
 - Roderigo is not Iago's friend.
 - Iago is Roderigo's brother.
 - Iago is Roderigo's flag-bearer.
 - Roderigo is angry with Iago.
- Iago and Roderigo live in...
 - Venice
 - Florence
 - Rhodes
 - Cyprus
- Who is Cassio?
 - An old woman
 - A lieutenant
 - A commander
 - A general
- The lieutenant is also...
 - A. in the military.
 - a flag bearer.
 - an accountant.
 - a nobleman
- Cassio knows a lot about...
 - bookkeeping.
 - house chores.
 - army practice.
 - Rhodes.
- 'Come on, don't _____ me that.'
 - tells
 - is telling
 - tell
 - to tell
- The most important noblemen take _____ hats off to him...
 - his
 - their
 - theirs
 - her
- Who does the word **him** in line 7 refer to?
 - the Moor
 - Iago
 - Roderigo
 - Cassio
- Who _____ the Moor? Othello is.
 - are
 - be
 - is
 - was
- Who _____ Othello? Iago does.
 - is
 - hate
 - to hate
 - hates

9 Fix it, please!

<https://goo.gl/5tVXAj>


Goal You will learn how to use imperatives giving polite instructions.

Time to start **LC1**

Imagine you are staying in a hotel. Which of these is the worst problem? Which of these isn't so important? For each problem, draw between one and five stars.

- this is a terrible problem. ★★★★★
- this isn't very important. ★

- Your room is on the 2nd floor.
The elevator doesn't work. _____
- There isn't a towel in the bathroom. _____
- Your door doesn't lock. _____
- There's a spider in the bath. _____
- Your bedside lamp doesn't work. _____
- There's a coffee stain on the pillowcase. _____
- The window in your room is cracked. _____



Listen on **Track 11** | The Fairyland Hotel **LC1** **LC10**

The Fairyland Hotel is quite an expensive hotel near Sydney, Australia. Look at the information about this hotel.

Number of rooms: 158
Other facilities: Swimming pool, library, internet café,
 2 restaurants, gymnasium.
Breakfast: 7.00 – 10.00 a.m.
Lunch: 12.30 – 2.30 p.m.
Dinner: 7.00 – 10.00 p.m.
Staff: 14



Look at the information for one minute. Listen to the conversation between the manager of the Fairyland Hotel, Anne, and the hotel repairman, Nick.

What three problems are there in the hotel? How many instructions does Anne give Nick? Listen and remember five verbs from the conversation. Say them out loud. Listen again and answer the questions.

- Why is Anne calling Nick? _____
- Where is Nick at the moment? _____
- Who wants to speak to Nick? _____
- What isn't working correctly? _____
- Where can Nick get another fire extinguisher? _____
- Where does Nick have to put the fire extinguisher? _____
- When can Nick get the fire extinguisher? _____
- In what room isn't the door closing properly? _____
- What does Nick have to repair? _____
- Who does Nick have to inform that he finished his work? _____



Writing practice Imperative CCC7 Self-Study

Listen to Track 11. Which verb form does the manager, Anne, use to tell Nick what to do? Make a list of all the verbs that she uses:

Complete the rule:

When we want to tell somebody to do something, we use the _____ form of the verb. This is called the imperative.

Use a verb from the list below to complete these sentences using the imperative.

run write speak be pass ask give clean

- _____ me the salt please. I need it for my soup.
- If you want to see David tonight, _____ him to come to see a movie with you.
- _____ this address down so you don't forget it.
- _____ quietly! I'm trying to work here.
- _____ those windows before your mother arrives home. They're very dirty.
- Hey, don't worry, _____ happy!
- _____ me more potatoes, please. I'm starving!
- You're going to miss the bus. _____!

What is the difference between:

- *Pass me the salt, please.*
- *Could you pass me the salt?*

Discuss LC1 LC4 CCC4 CCC8

Read the imperative sentences and correct them. Compare and discuss the mistakes.

- How can I lose weight? - Eat candy and don't do any exercise.

- I can't hear you. Please, don't turn the radio off.

- He's tired. He's taking a nap. Wake him up.

Team up LC11 CCC8

Your teacher will give you some cards. Walk around the class reading your card to the other students. Decide which the best suggestion is. When a student reads his/her card to you, give a suggestion using the imperative form.

Example:

Student A: "My back hurts!"

Student B: "Go to the doctor."



Project@Hand

CCC7

Take the quiz on imperatives on <https://goo.gl/iR66wE> Compare the results with your classmates'. Make a list of the verbs used in the exercise. Write your own imperative sentences using those verbs. Now, talk to your classmates to find out how many imperative sentences they could write.

LC12

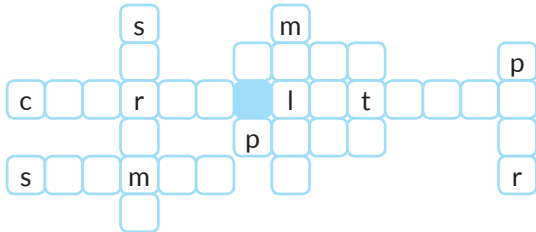
10 What food is healthy?



Goal You will learn to talk about food using countable and uncountable nouns.

Time to start LC1

What are your favorite foods? Do you like fruit, vegetables, meat or seafood? Find 8 words related to food in this crossword and classify them according to the categories.



Meat	Fruit	Vegetables	Fish & Seafood

Writing practice Countable and Uncountable Nouns LC9 Self-Study

Are these nouns countable or uncountable? Write C or U next to the words.

sugar cucumbers beer juice kitchen avocado water eggs flour

Can countable nouns be singular or plural? Can uncountable nouns be plural? Is it correct to say "a salt"?

Complete the table with these words:

bananas cream apples milk melon wine spoons rice

COUNTABLE		UNCOUNTABLE	

Word for word CCC3

What do you normally have for breakfast, lunch, dinner and snacks?

broccoli tomato pepper carrot strawberry onion cucumber cherries
 beef bacon chicken lamb sausage



Listen on ▶ Track 12 | What Will They Have For Breakfast? LC1 LC2

Listen to the dialogue and say how many countable and uncountable nouns you hear. Listen again and answer the questions.

1. Who would like fruit salad for breakfast?	Inna	Clay
2. Who will have a glass of orange juice?	Inna	Clay
3. Who wants to have some cheese?	Inna	Clay
4. Who offers to have some lettuce in salad?	Inna	Clay
5. Who will have yogurt with cereal?	Inna	Clay
6. Who'd like eggs and bacon?	Inna	Clay
7. Who will have chicken salad?	Inna	Clay
8. Who offers to put onion instead of lettuce in salad?	Inna	Clay

Discuss LC10 LC11 CCC3 CCC8

Read the article and complete the table. Explain your answers. Then, discuss the article in pairs or groups.

Many people buy only organic food because they believe it is healthier. Some scientists believe that organic and non-organic foods contain the same amount of nutrients and vitamins. Many researchers say that both foods normally do not exceed the limits for pesticides allowed in many countries. Everyone agrees that eating fruit and vegetables is good for our health. People should eat more fresh produce.

	GOOD	BAD
Raw produce		
Organic		
Junk food		

Grammar peek LC9

Listen to Track 12 and say how many times you hear 'would like'. What does it express? How are these sentences different?

a. I'd like a cup of coffee.

b. I like coffee.

Does 'would like' express polite request or that someone enjoys something? Does 'like' express polite request or that someone enjoys something?

Team up LC11 CCC8

Work in teams. One team acts as waiters who are serving tables at a restaurant. The other team acts as customers.

SPEAK UP LC10

What food do these symbols represent? What food is healthy or unhealthy and why?

Brainstorm your ideas.



ICT LC2 LC12 CCC8 Self-Study

Visit <https://goo.gl/5Vblk8> and write about the five best foods to have for breakfast. Write short explanations of your choices.





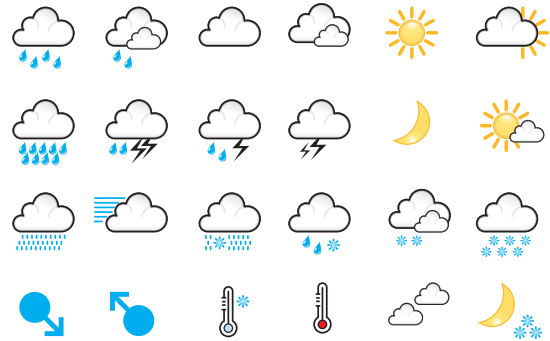
11 What are you wearing?

Goal Talk about the weather and clothes using the Present Progressive.

Time to start LC1

What's the weather like today?

- Is it raining?
- Is it snowing?
- Is it windy?
- Is it sunny?
- Is it hot?
- Is it cold?
- What are you wearing today?
- What are your parents wearing today?



Word for word Weather and Clothes

What do you wear when it's raining?

What do you wear when it's sunny?

a	b	c	d	e	f	g	h	i
it's sunny	it's cloudy	it's rainy	it's stormy	it's windy	it's snowy	it's stormy	it's windy	it's cold

coat	jacket	casual jacket	sweater	shirt	T-shirt
trousers (UK) pants (US)	shorts	dress	skirt	shoes	boots

Complete the sentences.

1. It's rainy now. I'm wearing _____.
2. It's sunny. I'm wearing _____.
3. It's windy now. My friend is wearing _____.
4. It's very cold. My father is wearing _____.
5. It's cloudy now. I'm wearing _____.
6. It's stormy. My grandmother is wearing _____.
7. It's foggy. I'm wearing _____.
8. It's snowy. The children are wearing _____.
9. It's very hot today. I'm wearing _____.

Listen on ▶ Track 13 | Is It Cold? **LC1** **LC10** **LC11** **CCC4**

What clothes do you wear in winter? What clothes do you wear in summer? Do you like wearing winter clothes? Listen to the telephone conversation and decide who Kelly is and who Cathy is.



Listen to the track again and choose True or False for the statements.

1. It's sunny in Kelly's town.	True	False
2. It's very cold in Cathy's town.	True	False
3. Kelly is wearing a scarf.	True	False
4. Cathy is wearing a summer dress.	True	False
5. It's raining in Kelly's town.	True	False

Check it out!

wear - wearing
fix - fixing

make - making
lie - lying

get - getting

SPEAK UP **LC10**

What do these symbols represent? Brainstorm your ideas. Discuss the appropriate clothing for each kind of weather.



Project@Hand

Read about cold weather clothing tips on <https://goo.gl/eqmZYK> and write some tips of your own.

CCC7

LC12

Is there a jar of marmalade on your shopping list?



Goal You will learn to write a shopping list and describe different food packaging using quantifiers.

Time to start LC1 LC10

What do you normally buy in a supermarket or in a grocery store? Does your shopping cart look more like **picture a**, **picture b** or **picture c**?



Writing practice Quantifiers: any, some, few, little LC2 Self-Study

Underline the correct quantifiers. Explain your choices.

a. I'd like a few/a little milk. b. I don't have any/some salt. c. There are a few/a little jars of jelly.

- Use 'some' in positive sentences with uncountable and plural nouns.
- Use 'any' when asking for something that we don't know exists and in negative sentences or questions.
- Use 'a few' with countable nouns.
- Use 'a little' with non countable nouns.

Read the dialogue and complete it with 'some' or 'any'.

A: Would you like _____ juice?

B: I'd like _____. Do you have _____ apples?

A: I have _____ apples.

Listen on ▶ Track 14 | Jerry's Shopping List LC1 LC10

What food do you buy when you organize a party? What is normally on your shopping list?

Listen to the track and say how many quantifiers you hear. Listen again and write correct sentences. Write a shopping list for a party.

1. There is one bag of potato chips.

2. There are a few bottles of ketchup.

3. There aren't any cartons of milk.

4. There is a little butter.

5. There are three cans of sardines.

6. There is a jar of pickles.

7. There are a few boxes of cereal.

8. There are two slices of cheese.



Word for word LC1 LC10

Look at the pictures and complete the sentences with *bottle, can, bag, stick, slice, jar, carton* or *box*.



a



b



c



d



e



f



g



h

- a. There is a _____ of pickles.
- b. There is a _____ of ham.
- c. There is a _____ of cinnamon.
- d. There is a _____ of cookies.

- e. There is a _____ of juice.
- f. There is a _____ of peanuts.
- g. There is a _____ of mustard.
- h. There is a _____ of tuna.

Team up LC11 CCC8

The team that first completes the sentences and draws the pictures to represent them will win. If it is a tie, the leader of each team has to write a list of foods they have in their fridge at home.

1. I need to buy a jar of _____.
2. I'd like to get a bag of _____.
3. There are two cans of _____.
4. There is a slice of _____.
5. I need to pay for a bottle of _____.
6. There is a carton of _____.
7. She'd like to buy a box of _____.
8. There are two sticks of _____.

SPEAK UP LC10

Have you ever seen products with these symbols on their package? Do you buy any of these products?

Brainstorm your ideas.



GLUTEN FREE



WHEAT FREE



SUGAR FREE



NUT FREE



LACTOSE FREE



DAIRY FREE



EGG FREE



SHELLFISH FREE



Project@Hand

CCC3

CCC7

LC12

Read about food packaging on <https://goo.gl/7A5ING> and answer these questions.

- What do fruit drinks often contain?
- Does 'fat free' always mean low calories?
- What does 'zero trans fat' mean?
- What do smoked foods have?
- What does 'calorie free' mean?
- What does 'high fiber' mean?
- How much sodium does a product contain if the sign says 'very low sodium'?
- What does 'lean' mean?

Grammar Lab LC9

Quantifiers

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity: 'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers.

Examples:

There are **some** dictionaries on the desk

He only has **a few** dollars.

How **much** money do you spend every day?

He has **more** friends than me.

With Uncountable Nouns

much / a little / little / very little

With Countable Nouns

many / a few / few / very few

NOTES

few, very few, little, very little mean that there is **not enough** of something.

a few / a little mean that there is not a lot of something, **but there is enough**.

too many / too much mean that there is **more than necessary**.

Present Continuous (or Progressive)

The present continuous is used to talk about actions happening at the moment of speaking or present situations that we see as short-term or temporary.

The action is taking place at the time of speaking.

- It's snowing.
- Who is he talking to on the phone?

The action is true at the present time, but in the short term.

- I'm looking for a new job.
- He's doing research for an essay.

The action is at a definite point in the future and has already been arranged.

- I'm seeing the dentist at 6:30.
- Isn't he coming to the party?

What are you doing?

In class

- Form pairs. Every pair needs a photocopy of the verb grid.
- Cut out the cards with underlined verbs. You're going to play "Bingo".
- Mix the cards in a bag and ask one student to take out one paper and to read the verb out loud.
- Each pair has to find that verb on their grid sheet, but only a pair of students that forms a correct sentence using the Present Progressive using that verb, is allowed to cross it on the grid.

Example: S1: the verb is "cook" Pair: "We're cooking now." S1: "That's correct. You can cross it now."

<u>eat</u>	<u>cook</u>	<u>work</u>	<u>study</u>	<u>draw</u>
<u>sleep</u>	<u>write</u>	<u>read</u>	<u>drive</u>	<u>paint</u>
<u>sing</u>	<u>call</u>	<u>dance</u>	<u>buy</u>	<u>sell</u>
<u>drink</u>	<u>ask</u>	<u>talk</u>	<u>look</u>	<u>live</u>
cook	dance	drink	talk	eat
buy	paint	drive	look	call
write	study	live	sell	ask
draw	sing	sleep	read	work

Closing Up CCC7

1. Complete the sentences in the Present Continuous tense according to the pictures.

What are they doing?



Sandy



Tina



Jack



Kate



Lola and Ella



Olga



Alma and Lina



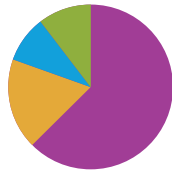
Yao

- a. Sandy _____
- b. Tina _____
- c. Jack _____
- d. Yao _____

- e. Alma an Lina _____
- f. Olga _____
- g. Lola and Ella _____
- h. Kate _____

2. Analyze this pie chart. The biggest parts represent things that you like doing and the smallest parts represent things that you don't like doing. Write down about your likes and dislikes according to this pie chart.

My likes and dislikes



- _____
- _____
- _____
- _____

3. Answer these questions according to the pictures in exercise 1.

- a. Are Alma and Lina jogging? _____
- b. Is Yao eating? _____
- c. Is Tina playing football? _____
- d. Are Lola and Ella typing? _____
- e. Is Sandy writing? _____
- f. Is Olga dancing? _____
- g. Is Kate watching TV? _____
- h. Is Jack playing? _____

4. Write about three appointments you have for the following weeks. Use the Present Continuous. Ask your partner about his/her appointments.

5. Write much or many next to the food.



- _____ oil
- _____ onions
- _____ eggs
- _____ curry powder

- _____ tomatoes
- _____ milk
- _____ cheese
- _____ water

6. Complete using **much/many/some/any**.

- a. Do you have _____ tomatoes?
- b. I don't have _____ carrots.
- c. We would like to buy _____ apples.
- d. Are there _____ boxes?
- e. She has _____ milk.
- f. Students are eating _____ hot dogs.
- g. They don't sell _____ cheese.
- h. Does he have _____ bananas?
- i. He doesn't have _____ meat.
- j. There are _____ bottles of wine.

Learning Evidence

CCC7

- _____
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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	<input type="radio"/>
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	<input type="radio"/>
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	<input type="radio"/>
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	<input type="radio"/>
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	<input type="radio"/>
TOTAL					<input type="radio"/>

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always
5

Almost always
4

Sometimes
3

Rarely
2

Never
1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent

VG = Very Good

G = Good

A = Average

NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CAIN-02	Name of Module:	Active Communication in English	Student's Name:	
Evaluator's Name:			Group:	Date:
Learning Outcome:	2.1 Requests and provides information about products, goods and everyday services by describing their features and costs.		Evaluation Activity:	2.1.1 Gives an oral presentation regarding information about a product.

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discourse Elements in Oral Presentation	30	<ul style="list-style-type: none"> • Gives an oral presentation describing a product including the following: <ul style="list-style-type: none"> – relation with technological devices – newly created device – dimensions – colors – textures – costs 	<ul style="list-style-type: none"> • Gives an oral presentation describing a product including the following: <ul style="list-style-type: none"> – relation with technological devices – dimensions – colors – textures – costs 	<ul style="list-style-type: none"> • Gives an oral presentation omitting one or more of the following: <ul style="list-style-type: none"> – relation with technological devices – dimensions – colors – textures – costs
Tone and Pronunciation Elements	20	<ul style="list-style-type: none"> • Speaks in a strong and clear volume. • Uses slow and natural pace • Pronounces English sounds in such a way that the message is understood • Avoids pronunciation mistakes • Says complete sentences • Uses tone and intonation in questions and answers • Joins sounds in contractions 	<ul style="list-style-type: none"> • Speaks in a strong and clear volume. • Uses slow and natural pace • Pronounces English sounds in such a way that the message is understood • Pronunciation mistakes are minimal • Says complete sentences 	<ul style="list-style-type: none"> • Misses one or more of the following criteria: <ul style="list-style-type: none"> – strong and clear volume. – slow and natural pace • Articulates English sounds in such a way that the message is understood with difficulty or not at all • Says incomplete sentences

Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	30	<ul style="list-style-type: none"> • Uses vocabulary related to measurement units • Uses three to four quantifiers • Uses three to five countable and uncountable nouns. • Uses vocabulary related to colors • Uses vocabulary related to textures • Uses vocabulary related to materials • Uses vocabulary related to various forms of payment • Uses vocabulary related to Anglo-phone countries currency • Uses collocations related to money 	<ul style="list-style-type: none"> • Uses vocabulary related to measurement units • Uses one or two quantifiers • Uses two or three countable and uncountable nouns. • Uses vocabulary related to colors • Uses vocabulary related to textures • Uses vocabulary related to various forms of payment • Uses vocabulary related to Anglo-phone countries currency • Uses collocations related to money 	<ul style="list-style-type: none"> • Uses incorrectly or not at all one or more of the following grammar points: <ul style="list-style-type: none"> – vocabulary related to measurement units – quantifiers – countable and uncountable nouns. – vocabulary related to colors – vocabulary related to textures – vocabulary related to various forms of payment – vocabulary related to Anglo-phone countries currency – collocations related to money
Attitude	20	<ul style="list-style-type: none"> • Shows responsibility by delivering work before the deadline given • Delivers reader-friendly work, paying attention to order and cleanliness • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect by taking care of materials and school facilities • Shows willingness and assumes the role assigned in collaborative work 	<ul style="list-style-type: none"> • Shows responsibility by delivering work on the deadline given • Delivers reader-friendly work, paying attention to order and cleanliness • Shows perseverance by taking advantage of mistakes marked in previous activities to improve the ones that follow • Shows respect by taking care of materials and school facilities • Shows willingness and assumes the role assigned in collaborative work 	<ul style="list-style-type: none"> • Shows lack of responsibility by delivering work after the deadline given • Shows inconsistency by not correcting previously marked mistakes • Shows disrespect by not taking care of materials and school facilities • Does not assume the role assigned, therefore hindering collaborative work
	100			



13 Do you eat too much sugar?

Goal You will learn to use the quantifiers 'much' and 'many' to talk about eating out and your eating habits.

Time to start **LC1**

Read the restaurant menu. What would you like to order? How many dishes would you order?

STARTERS	MAIN COURSE	DRINKS	DESSERTS
• Tomato Soup	• Steak	• Fruit Juice	• Cheesecake
• Grilled Vegetables	• Pasta	• Tea	• Brownie
• Fruit Salad	• Grilled Shrimps	• Wine	• Apple Pie

Listen on ▶ Track 15 | What's On The Menu? **LC1** **LC10** **CCC4**

What's your favorite restaurant? What do you usually order? Are your choices always healthy?

Listen to the dialogue at a restaurant and complete the table.

	CUSTOMER	CUSTOMER'S FRIEND
STARTER		
MAIN COURSE		
DESSERT		
DRINKS		

Listen to the track again and write the names of the dishes.



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

Grammar peek would like vs. will have **LC9** **LC11** **CCC8**

Listen to Track 15 and role-play the dialogue. Use different meals from the list. Use 'would like' and 'will have'.

- grilled salmon
- onion soup
- pumpkin pie
- cabbage salad
- garlic soup
- lasagna
- barbeque ribs
- cob salad
- strawberry shortcake
- Caesar's salad
- pepperoni pizza
- white wine
- lemon tea
- cocktail Margarita
- lemonade
- pineapple juice
- steamed broccoli
- asparagus cream
- strudel pie
- mango mousse
- vanilla ice cream
- rice pudding
- carrot cake
- coffee

Grammar peek 'much' or 'many' LC9

With what foods can we use 'much' or 'many'?

sugar flour olive oil rice salt juice cheese milk yogurt
pumpkins doughnuts eggs cucumbers mushrooms pies cookies peppers

Do we use 'much' with countable or uncountable nouns? Do we use 'many' with countable or uncountable nouns?

Examples:

There isn't much butter in the fridge.

There are many bottles of wine on the table.

Check it out!

You can also use 'a lot of' or 'lots of' with countable and uncountable instead of 'much' or 'many'.

Example: *There is a lot of honey. There are lots of cookies.*

LC11
CCC3

SPEAK UP

CCC4
CCC6

Read the article and complete with 'much' or 'many'. Then debate. Do you agree with the key concepts of the article?

Parents and teachers are among the people who should teach children healthy eating habits. _____ people don't understand what healthy eating entails.

Sometimes, too _____ information on the subject can be confusing.

Some suggest that eating _____ green vegetables is a great way to stay healthy. Some think that eating too _____ salt is harmful.

There are _____ misleading concepts. But some we should always take into consideration. When we go shopping for food, we should opt for products that have _____ vitamins and minerals.

Food that contains too _____ saturated fat is harmful and clogs arteries. _____ times we buy products without paying any attention to their nutritional value.



Team up LC11 CCC4 CCC8

Vote and divide your group into "healthy" and "unhealthy" eaters. "Healthy" and "Unhealthy" eaters have to write ten sentences describing their eating habits using 'much' or 'many' in every sentence.

Example:

"Healthy" eaters: "We eat many bananas and cucumbers."

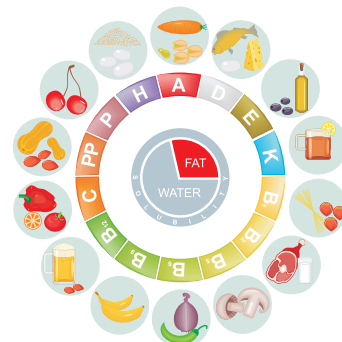
"Unhealthy" eaters: "We eat too much sugar."

Identify LC10 CCC6

What do these letters and symbols represent?

Brainstorm your ideas.

- What diet do you consider the healthiest?
- According to this chart, is there any food that should be excluded from your diet?
- Do all foods have equal nutritional value?



ICT LC12 CCC3 Self-Study

<https://goo.gl/MhLqgT>



14 Are those your pencils?



Goal You will learn to use definite and indefinite articles, demonstratives and name classroom objects.

Time to start **LC2**

Look around you and look at your school materials. Make a list of the things you see. Use "a/an".



Grammar peek Articles

The **definite** article is **the**.

The **indefinite** articles are **a/an**.

The indefinite article a or an:

The article **a/an** is used when we don't specify the things or people we are talking about.

Example: *I bought **a** book about **an** actor that recently won **an** Oscar.*

The indefinite article **a** is used before a consonant **sound**, and **an** before a vowel **sound**.

- **an umbrella**
- **a university**

The used when the speaker talks about a specific object that both the person speaking and the listener know or something is unique.

- **The** Dalai Lama is coming soon.
- **The** book you borrowed from the library is lost!

When we speak of something or someone for the first time, we use **a** or **an**, when we mention the object again, we use the definite article **the**.

- I live in **a** house. **The** house is quite old and has four bedrooms.

Writing practice **Self-Study**

Choose the correct definite or indefinite article: "the", "a", "an".

1. I bought _____ pair of shoes.
2. I saw _____ movie last night.
3. They are staying at _____ hotel.
4. Look at _____ woman over there! She is a famous actress.
5. I do not like _____ basketball.
6. That is _____ girl I told you about.
7. _____ night is quiet. Let's take a walk!
8. _____ price of gas keeps rising.

Check it out!

Although 'university' starts with the vowel 'u', it is not pronounced as such. It is pronounced as a consonant sound / ju:.niv3:si.ti/

Grammar peek Demonstratives **LC9**

Do you say "This book." or "These book." ?

We use 'this' for a singular noun close to us.

We use 'that' for a singular noun in the distance.

Examples: *This is my book. That is your book.*

We use 'these' for a plural noun close to us.

a. We use 'those' for a plural noun in the distance.

Examples: *These are my pens. Those are your pens.*

Writing practice **Self-Study**

Write **This/These** or **That/Those** in the boxes below.

- | | |
|-------------------------------------|--|
| 1. _____ pencil is mine. | 6. _____ is my newspaper. |
| 2. _____ is Michelle's pen. | 7. _____ shoes are too big. |
| 3. _____ computers are expensive. | 8. _____ book is very interesting. |
| 4. _____ girls are from my college. | 9. _____ house is the biggest in the street. |
| 5. _____ bikes are mountain bikes. | 10. _____ potatoes aren't cooked. |

Demonstratives show where an object, event, or person is in relation to the speaker. They can refer to a physical or a psychological closeness or distance.

Examples:

Near the speaker

Is this John's house?

These apples are mine.

What are you up to these days?

Far from the speaker

Is that John's house over there?

Those apples are yours.

Those days are long gone.

Team up **LC11** **CCC8**

Make a list of twenty things in your school. They can be facilities, objects, or people. Write sentences using articles and demonstratives. Read your sentences aloud to the group and correct them if necessary.

**ICT** **LC12** **Self-Study**

<https://goo.gl/DaVkMu> Demonstrative games!



15 Is that a skull?



Goal You will learn to talk about objects and celebrations, ask and answer about prices.

Time to start CCC2 CCC6 LC1 LC2

Read on the conversation. Mark the celebration they are talking about.

Lalo: Do you like the market, Mr. Robin?

Mr. Robin: Yes, I do! Traditional Mexican markets are so colorful!

Lalo: We have a big celebration these days. There are things that are specific for this time of year.

Mr. Robin: Really? What's this?

Lalo: It's a chocolate coffin.

Mr. Robin: A coffin? Do you eat this?

Lalo: We do, and it's delicious!

Mr. Robin: Wow! And what are these? They're beautiful!

Lalo: These are marigolds. We decorate with them.

Mr Robin: Oh, look! What's that?

Lalo: That's an altar for the dead. We remember the dead and put up altars with their favorite food.

Mr. Robin: Oh, interesting! And those? What are they?

Lalo: Those are sugar skulls, Mr. Robin. Would you like one?

Mr. Robin: Of course, they are tasty!



1



2



3

Word for word

Read again. Match the pictures to the words.

a. coffin

b. altar

c. skulls

d. marigolds



1



2



3



4

Writing practice

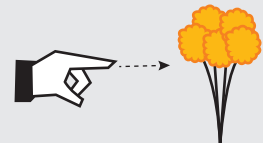
CCC10

Self-Study

Which is your favorite celebration? Write a brief paragraph about it: when it is, what you use to decorate and what you do. Share with partner. Do you like the same celebration?

Check it out!

Look at the underlined words in the dialogue and write them under the corresponding picture.



Read on LC1 LC2

Read and circle what Beth takes. What shops does she go to?

1.
Beth: Good morning.
Man: Good morning. Can I help you?
Beth: Yes, please. How much are these black sneakers?
Man: They're \$360. They're on sale.
Beth: Oh! They're too expensive. Er... what about those sandals?
Man: Those are \$250.
Beth: Good! I'll take those.

2.
Woman: Good morning, ma'am. How can I help you?
Beth: How much is that necklace?
Woman: That one's \$1000.
Beth: Ops! I don't have that much money. How much is this ring?
Woman: It's \$500.
Beth: I'll take it!
Woman: Very well. What's your size?

3.
Beth: Good afternoon. How much are these denim pants?
Man: Let me see. These are \$150, and those over there are \$200.
Beth: I'll take these, please.
Man: Of course. What size are you?



sandals handbag ring sneakers denim pants necklace

Writing practice LC4 Self-Study

Write your own dialogues using the ones above as models. Change the words and the prices. Role-play your dialogues for the class.

Dialogue 1	Dialogue 2

Team up CCC8 CCC10

Which are your favorite clothes and accesories? Draw small parts of them. Swap drawings with a partner. Ask questions to find out what it is/they are.

A: Are these sneakers?
 B: No, they aren't.

ICT LC12 Self-Study

<https://goo.gl/X8YRZN>



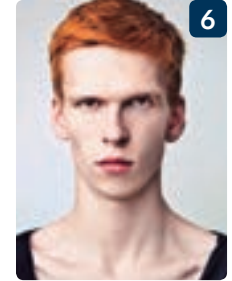
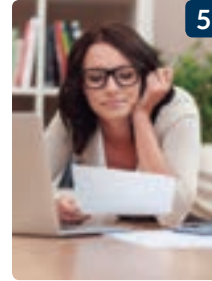
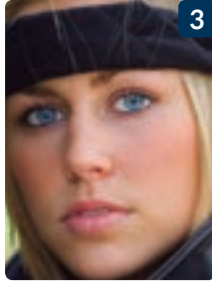
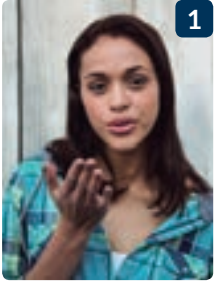
16 What do you look like?



Goal You will learn to ask about and describe physical appearance.

Listen on ▶ Track 16 | Describing appearance **LC1** **LC10**

Match the photos to the descriptions. Do you look like any of the people in the photos? Read the descriptions out loud.



- He's in his thirties. He has a shaved head and his eyes are brown.
- She's twenty seven years old. She's got brown hair, dark eyes and glasses.
- He is fifty-five. He has gray hair and dark eyes.
- She is in her twenties. She's got short dark hair, dark skin and dark eyes.
- He's seventeen years old. He has short red hair and freckles
- She's twenty six. She's got blue eyes and long blond hair.

Grammar peek Have (Have got)

- | | |
|---|--|
| <ul style="list-style-type: none"> • I have • You have • He/She/It has • We have • You have • They have | <ul style="list-style-type: none"> • I don't have • You don't have • He/She/It doesn't have • We don't have • You don't have • They don't have |
|---|--|

Check it out!

Difference in use between "have" and "have got".





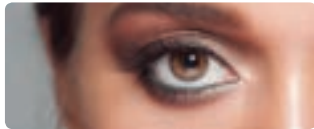







"have" is associated more with American English usage and "have got" is associated with British (UK) usage. Many times "have got" is used to put stress on a statement.

Writing practice **CCC1** **Self-Study**

Complete these sentences.

- I am _____
- I have _____
- I don't have _____
- I'm not _____
- My eyes are _____
- My hair is _____

Word for word **LC1**

Eyes	Hair		Height
			
blue eyes	short hair	bald	tall
			
brown/dark eyes	red/curly hair	moustache	average
			
green/light eyes	long/straight hair	beard	short

Listen on ▶ Track 17 | Zack's Girlfriend **LC1** **CCC10**

Match the photos to the descriptions. Do you look like any of the people in the photos? Read the descriptions out loud.

Amy: Is your girlfriend pretty?
Zack: Are you kidding? She's beautiful. She's got green eyes and long red curly hair.
Amy: Is she tall?
Zack: She's actually short, but I'm not tall either.
Amy: So she is really attractive.
Zack: You like bald guys like my friend Dan?
Amy: Oh, no! And his moustache and beard are awful.

Listen to the dialogue again and answer these questions.

- Who is beautiful and short? _____
- Who is not tall? _____
- Who has curly red hair? _____
- Who is attractive? _____
- Who is bald? _____
- Who has a beard and moustache? _____

Read and match **Opposites**

- | | | | |
|------------------|-------------|--------------|---------|
| _____ attractive | _____ fat | a. beautiful | c. tall |
| _____ awful | _____ short | b. thin | d. ugly |

SPEAK UP

Match the phrases to the pictures. Write a few more sentences using HAVE.

- a. I have a headache. b. What time is it? c. I have lots of work to do. d. Who has my book?



ICT **LC12** Self-Study

<https://goo.gl/1K6T8K>



Grammar Lab LC9

Much / Many

We use **much** and **many** in questions and negative sentences. They both show an amount of something.

Use **'Much'** with **uncountable nouns**

Question: "How much gas is in the van?"

Negative: "We don't have much time left."

Use **'Many'** with **countable nouns**

Question: "How many people are there?"

Negative clause: "Not many of the students did their homework."

Demonstratives

Demonstratives show where an object, event, or person is in relation to the speaker.

	Near the speaker	Far from the speaker
Demonstrative with singular nouns & uncountable nouns	This	That
Demonstrative with plural countable nouns	These	Those

Adjectives

In many languages, adjectives denoting attributes usually occur in a specific order. Generally, the adjective order in English is:

1. Quantity or number
2. Quality or opinion
3. Size
4. Age
5. Shape
6. Color
7. Proper adjective (often nationality, other place of origin, or material)
8. Purpose or qualifier

Examples:

Lisa has **three ugly older** brothers.

Margaret is a **thin young Mexican** singer.

Find eight adjectives in the puzzle. Their initials are:

A/B/B/C/L/P/S/T

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

Write three sentences using one or more of them. Look at page 82 for help.

- _____
- _____
- _____

Closing Up CCC7

1. Read the article "Healthy Eating Habits" in Lesson 13 and answer the questions here.

- Who should teach children healthy eating habits? _____
- Do many people understand what healthy eating entails? _____
- What can be confusing? _____
- What do some people suggest? _____
- Do some people think that eating too much salty food is harmful? _____
- What products should we opt for? _____
- What food is harmful? _____
- What clogs arteries? _____



2. Listen to Track 15 and complete the dialogue.

Waiter: Good morning. Welcome to Chad's Food and Dining.
My name is Chris and I'm your _____.
Here are the _____. I'll be right with you.
Are you ready to order?

Customer: I'd like _____ to _____ and my friend will have grilled eggplant with _____.

Waiter: Excellent choice. What would you like for your _____?

Customer: My friend _____ to try the meat loaf and I will have a _____ with mashed _____.

Waiter: Anything else?

Customer: I'd like a _____ of white wine and my friend will have _____.

Waiter: Would you like to have something for your _____?

Customer: I'll have _____ and my friend would like to have fresh fruit. He's allergic to gluten.

Waiter: We have a gluten free chocolate _____. And it is sugar free.

Customer: No, thank you.

Waiter: Thank you. I'll be right back with your _____.



3. What do you normally order in a restaurant? Complete the table. Interview two classmates and complete their columns.

	ME	STUDENT 1	STUDENT 2
APPETIZER			
MAIN COURSE			
DESSERT			
DRINKS			

4. Choose 'would like' or 'like' to complete the sentences. Choose UNCOUNTABLE or COUNTABLE for the underlined nouns in the sentences.

a. My friend _____ a slice of <u>cake</u> , please.	UNCOUNTABLE	COUNTABLE
b. I don't _____ <u>vegetables</u> .	UNCOUNTABLE	COUNTABLE
c. Who _____ some <u>orange juice</u> ?	UNCOUNTABLE	COUNTABLE
d. Do they _____ <u>bananas</u> ?	UNCOUNTABLE	COUNTABLE
e. I _____ some fresh <u>tomatoes</u> , please.	UNCOUNTABLE	COUNTABLE

5. Match the adjectives with their opposites.

- | | | |
|--------------|-------|-----------|
| a. beautiful | _____ | clean |
| b. cheap | _____ | noisy |
| c. old | _____ | ugly |
| d. hot | _____ | dangerous |
| e. big | _____ | cold |
| f. dirty | _____ | expensive |
| g. safe | _____ | small |
| h. quiet | _____ | new |



6. Complete the text, using 'a', 'an' or 'the'.

Jack's got (1) _____ new bike. He bought (2) _____ bike in town yesterday, but he had (3) _____ accident on his way home. There was (4) _____ truck in front of him.

(5) _____ truck stopped suddenly and Jack crashed into it. (6) _____ truck driver asked Jack if he was all right. 'I'm fine,' said Jack, 'but I'll have to buy (7) _____ new bike!'

Jack took (8) _____ bike back to (9) _____ shop. (10) _____ man in (11) _____ shop examined it.

'Don't worry,' he said. 'You don't need (12) _____ new bike. (13) _____ front wheel's damaged, but that's all.'

7. When do we use 'a/an' and 'the'? Match the sentences with the explanations.

- | | |
|--|--|
| _____ There's a boy and a girl at the door. | a. When we say what a thing or person is like. |
| _____ I know the boy, but I don't know the girl. | b. When there is only one. |
| _____ It's Helen. She's a fantastic girl. | c. When we don't specify the thing or person. |
| _____ She plays the guitar in a band. | d. When a thing is definite or mentioned before. |
| _____ What's the name of the band? | e. When it is clear from the situation what thing or person we mean. |

Learning Evidence

CCC7

- _____
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Attitude

Week/Month _____

CRITERIA					
	5	4	3	2	POINTS
Attendance	Student always attends class on time.	Student always attends class but is late once every two weeks .	Student regularly attends class but is late more than once every two weeks .	Attendance is poor and/or student is late more than once a week .	<input type="radio"/>
Engagement/ Participation	Student is proactive and contributes to class with ideas and questions more than once per class.	Student is proactive and contributes to class with ideas and questions once per class.	Student rarely contributes to class with ideas and questions.	Student never contributes to class with ideas and questions.	<input type="radio"/>
Behavior	Student almost never engages in disruptive behavior during class.	Student rarely engages in disruptive behavior during class.	Student occasionally engages in disruptive behavior during class.	Student almost always engages in disruptive behavior during class.	<input type="radio"/>
Preparation	Student is almost always prepared with assignments and class materials.	Student is usually prepared with assignments and class materials.	Student is rarely prepared with assignments and class materials.	Student is almost never prepared with assignments and class materials.	<input type="radio"/>
Presentations	Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and/or does not look at people during the presentation.	<input type="radio"/>
TOTAL					<input type="radio"/>

Peer Evaluation – Cooperation CCC7

Read each of the statements carefully and write the numbers according to your perception of your partners' performance. Use the following number code:

Always
5

Almost always
4

Sometimes
3

Rarely
2

Never
1

	1	2	3	Me
Is willing to help his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful to his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries out the assignments within the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brings the necessary materials when working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates actively in group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies the work of other members of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Co-Evaluation – Learning

Name: _____ Date: _____

Signature of evaluator:

Dimensions	E	VG	G	A	NI
Knowing					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Being					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent

VG = Very Good

G = Good

A = Average

NI = Needs Improvement

Read and evaluate your work using the following rubrics.

Siglema: CAIN-02	Name of Module:	Active Communication in English	Student's Name:	
Evaluator's Name:			Group:	Date:
Learning Outcome:	2.2 Expresses everyday actions that occur when speaking about temporary situations according to the situation and context.		Evaluation Activity:	2.2.1 Designs and carries out a survey in English. (PEER EVALUATION)

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Discursive Elements in Text	30	<ul style="list-style-type: none"> Prepares a questionnaire in English containing the following information: <ul style="list-style-type: none"> general and specific personal data of the interviewee current academic activities books or reading material being read that day work activities being undertaken at the time school projects being undertaken at the time personal activities being carried out at the time personal plans that have already been established for the weekend academic plans to develop in the short-term upcoming appointments 	<ul style="list-style-type: none"> Prepares a questionnaire in English containing the following information: <ul style="list-style-type: none"> general and specific personal data of the interviewee current academic activities books or reading material being read that day work activities being undertaken at the time school projects being undertaken at the time personal activities being carried out at the time personal plans that have already been established for the weekend 	<ul style="list-style-type: none"> Prepares a questionnaire in English omitting one or more of the following aspects: <ul style="list-style-type: none"> general and specific personal data of the interviewee current academic activities books or reading material being read that day work activities being undertaken at the time school projects being undertaken at the time personal activities being carried out at the time personal plans that have already been established for the weekend
Written Presentation	20	<ul style="list-style-type: none"> Prepares a questionnaire including seventeen to twenty open and closed questions Writes questions and answers in English with correct grammar in Present Simple and Continuous Avoids spelling mistakes Avoids grammatical or structural mistakes Is coherent and consistent in their open responses 	<ul style="list-style-type: none"> Prepares a questionnaire including fifteen open and closed questions Writes questions and answers in English with correct grammar in Present Simple and Continuous Avoids spelling mistakes Avoids grammatical or structural mistakes 	<ul style="list-style-type: none"> Prepares a questionnaire without the necessary number of questions and not including open and closed questions Writes questions and answers mixing Spanish and English without the Present Simple and Continuous structures Makes spelling mistakes that hinder comprehension Makes grammatical or structural mistakes that hinder comprehension

Conalep Rubric

INDICATORS	%	CRITERIA		
		Excellent	Sufficient	Insufficient
Grammar	30	<ul style="list-style-type: none"> • Uses the Present Continuous in the plural and singular • Uses stative verbs • Uses action verbs • Uses the Simple Present • Uses question structure • Gives short and long answers 	<ul style="list-style-type: none"> • Uses the Present Continuous in the plural and singular • Uses stative verbs • Uses the Simple Present • Uses question structure • Gives short and long answers 	<ul style="list-style-type: none"> • Uses incorrectly or not at all one or more of the following grammar points: <ul style="list-style-type: none"> – the Present Continuous in the plural and singular – stative verbs – the Simple Present – question structure – short and long answers
Attitude	20	<ul style="list-style-type: none"> • Shows organization and responsibility by delivering work before the deadline given • Shows willingness and assumes the role assigned in collaborative work • Delivers reader-friendly work, paying attention to order and cleanliness 	<ul style="list-style-type: none"> • Shows responsibility by delivering work on the deadline given • Shows willingness and assumes the role assigned in collaborative work • Delivers reader-friendly work, paying attention to order and cleanliness 	<ul style="list-style-type: none"> • Shows lack of responsibility by delivering work after the deadline given • Does not assume the role assigned in collaborative work • Delivers work disregarding order and cleanliness
	100			

Audio Scripts

▶ Track 1 | Time

- a. It's seven o'clock.
- b. It's half past six. It's six thirty.
- c. It's ten past ten. It's ten ten.
- d. It's five to twelve. It's eleven fifty-five.
- e. It's ten to two. It's one fifty.
- f. It's quarter to eight. It's seven forty-five.

▶ Track 2 | Days of the Week and Time Expressions

Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

▶ Track 3 | Ingrid's Routine

Ingrid

On weekdays, I wake up at half past six. I take a shower at six forty and have breakfast at seven. I go to school at seven thirty. My classes start at eight. At noon, I have lunch with my friends. I leave school at two fifteen. In the afternoon, I go to gym at four thirty. I get home at six o'clock. I have dinner at half past six. I do my homework in the evening. I watch TV at nine. I read my favorite book at ten and I go to bed at ten thirty.

Jeff

On weekends, I get up at nine o'clock. I have breakfast at nine thirty. On Saturdays, I go to the gym at ten. On Sundays at 11 in the morning, I visit my grandfather. I have lunch with him at twelve thirty p.m. After the gym, I normally meet my friends at quarter to two. On weekdays, I do my homework in the afternoon, but on weekends I go out with my girlfriend. We go to the movies at six o'clock. I have supper at eight and I go to sleep at ten.

▶ Track 4 | What Does Christy Do?

Christy: What do you do, Mike?

Mike: I'm a student, but I have a part-time job. I'm a caregiver.

Christy: Wow. That's so cool! My mother is a nurse. It's a very noble job.

Mike: I agree. Do you work?

Christy: Yes, I do. I'm a tour guide. My father is an accountant and my brother is a chef.

Mike: My sister is a doctor. Her husband is a pilot.

Christy: Pilot? That's so interesting! My best friend is an interior designer and I'd like to study to become one, too.

Mike: My cousin is an architect. Call him if you need advice.

Christy: Thank you, Mike.

▶ Track 5 | Their Workplace

- Rashid is a chef. He cooks food in a restaurant.
- Magda is a pharmacist. She sells medications in a drug store.
- Karla is a salesperson. She sells clothes in a department store.
- Chad is a mechanic. He fixes cars in a garage.
- Andy is a carpenter. He builds houses for a construction company.
- Rita is a hairdresser. She cuts and styles hair in a beauty parlor.
- Kim is a nurse. She cares for patients in a hospital.

▶ Track 6 | Do They Like...?

- Carol likes going to the mountains or the seaside.
- Edgar loves playing with electronic gadgets.
- Pete hates dancing.
- Rose doesn't like gardening.
- Olga enjoys reading books.
- Tim really likes drawing and painting.
- Daniel likes playing with computers.

▶ Track 7 | You Can't Turn Here!

Zack: You can't drive over 50 miles per hour, Rose.

Rose: Oh, right. Sorry. I didn't see the sign.

Zack: Why are you squinting like that?

Rose: I can't see well. I left my glasses at home.

Zack: Did you see the sign we just passed?

Rose: I think it said "Turn right!"

Zack: No. It said "Dead End". You can't keep going. Stop and turn around.

Rose: I can't, Zack! That sign says "No U-turn".

Zack: But there was a sign that said "Turn Right". We can back up, turn right and find the way back.

Rose: Then, I will pull off the road and you can drive.

Zack: You can't pull off. That sign says "No stopping".

Rose: So, I can't make a U-turn and I don't know where that road goes.

Zack: You can turn right and we'll pull off after we pass the "No Stopping" sign.

Rose: Look! There is a "Turn Left" sign. I think we're back on track now.

Zack: Watch out for those speed bumps. There is a sign. This is a school crossing zone. The speed limit is 25 miles per hour. Can you see the sign?

Rose: No, I can't.

Zack: Pull over, please. I will drive.

▶ Track 8 | Hotel Facilities

Rosanne:

There is an old power station outside my city. They burn coal there to produce electricity. I see a lot of black smoke coming from the power station every day. The air pollution in this area is very bad. My sister has some breathing problems. If the power station keeps working, more people can have breathing problems in the future.

Ivan:

My family lives in the countryside. My name is Ivan Wilson and I've been a witness to the forest disappearing for the last three years. The farmers cut down the forest to make new fields near my home. If the deforestation continues, many animals could die.

Sarah:

I'm Sarah and I live on an island. I'm very worried about rising sea levels. The summer storms are getting worse each year. The coral reef in the north of the island has turned white. If the sea level continues rising, the whole island could be flooded and thousands of people would have to abandon their homes.

Stan:

A factory near my house was fined because they dump toxic waste into the river. Thousands of fish died. If the rivers get more contaminated, all the fish could die very soon.

▶ Track 9 | Could You Do the Dishes?

Husband: Honey! I'm home.

Wife: Could you close the door, please?

Husband: Sure. The cat is on the table. Can you put it out?

Wife: Yes. The radio is too loud. Can you turn it down?

Husband: Of course. The food on the stove is burning. Could you take it off?

Wife: Yes. Hurry! The children's clothes are on the floor. Can you put them away?

Husband: I'm on it. Could you turn the TV on? I want to watch the news.

Wife: Just a second. The phone is ringing. Could you pick it up?

Husband: It's for you. It's Jenna. Oh, it's raining outside. Can you bring the clothes in and close the windows?

Wife: I'm on the phone. Sorry.

Husband: I'll do it myself. Could you get off the phone quickly? Let's have dinner.

Wife: Yes, honey. I'm coming.

▶ Track 10 | You Can Ski in Aspen!

Aspen is a dynamic city situated in a remote area along the Roaring Fork River, in Colorado. This attractive resort offers many different leisure activities.

In late fall and winter, you can ski and snowboard. In

late spring and early fall, you can kayak, raft or canoe on the river. In summer, you can play golf, hike and rock climb. In late spring until early fall, you can take eco-tours. Many celebrities visit Aspen. Some tourists just relax and enjoy the great outdoors.

▶ Track 11 | The Fairyland Hotel

Anne: Hi, Nick. Is that you?

Nick: Hi Anne. How are you today?

Anne: Great. Look, there are a few things I want you to do today. Where are you now?

Nick: I'm in the restaurant. The chef wants to speak to me.

Anne: OK, that's the first problem. Go and speak to him immediately. The oven isn't working correctly. Call the gas company if necessary.

Nick: Fine. What's next?

Anne: Go to the third floor storeroom. Get another fire extinguisher. Put it on the first floor near the elevator. Do you understand?

Nick: OK, no problem. I can do it after I leave the kitchen. Is there anything else?

Anne: Yes. The guest in room 12 says his door isn't closing properly. Repair the door and tell the front desk when you finish.

Nick: Right. See you later on.

Anne: Thanks, Nick. Bye.

▶ Track 12 | What Will They Have For Breakfast?

Inna: What would you like to have for breakfast, Clay?

Clay: I'd like fruit salad, eggs and bacon. And you?

Inna: I will have yogurt with cereal. Would you like some juice?

Clay: Oh, yes. A glass of orange juice, please. Can I have some cheese too?

Inna: Of course. I think there is some yellow cheese in the fridge.

Clay: What about some lettuce in a salad? Do we have any?

Inna: No, but we have an onion.

Clay: I don't like onion, remember? I'll have chicken salad, then.

▶ Track 13 | Is It Cold?

Cathy: How are you, Kelly? Is it cold there?

Kelly: It's very cold today. It's raining.

Cathy: Oh, poor Kelly. Are you wearing warm clothes?

Kelly: Yes. I hate wearing winter clothes. I'm wearing a sweater, a jacket, a scarf and a hat. How is the weather in your town today?

Cathy: It's so hot here. It's sunny. I'm wearing a short summer dress and summer shoes.

Kelly: You are so lucky! When I go out, I wear gloves.

Cathy: Wow. Better stay at home and keep warm.

Kelly: Thank you for the advice.

▶ **Track 14 | Jerry's Shopping List**

- There are a few bags of potato chips.
- There is a bottle of ketchup.
- There are four cartons of milk.
- There are a few sticks of butter.
- There is a can of sardines.
- There are two jars of pickles.
- There is a box of cereal.
- There is a slice of cheese.

▶ **Track 15 | What's On The Menu?**

Waiter: Good morning. Welcome to Chad's Food and Dining. My name is Chris and I'm your waiter. Here are the menus. I'll be right with you. Are you ready to order?

Customer: I'd like a mushroom soup to start and my friend will have grilled eggplant with grated cheese.

Waiter: Excellent choice. What would you like for the main course?

Customer: My friend would like to try the meat loaf and I will have a steak with mashed potatoes.

Waiter: Anything else?

Customer: I'd like a glass of white wine and my friend will have mineral water.

Waiter: Would you like to have something for dessert?

Customer: I'll have the apple pie and my friend would like to have fresh fruit. He's allergic to gluten.

Waiter: We have a gluten-free chocolate cake. And it is sugar free.

Customer: No, thank you.

Waiter: Thank you. I'll be right back with your orders.

▶ **Track 16 | Describing appearance**

- a. He's in his thirties. He has a shaved head and his eyes are brown.
- b. She's twenty seven years old. She's got brown hair, dark eyes and glasses.
- c. He is fifty five. He has gray hair and dark eyes.
- d. She is in her twenties. She's got short dark hair, dark skin and dark eyes.
- e. He's seventeen years old. He has short red hair and freckles.
- f. She's twenty six. She's got blue eyes and long blond hair.

▶ **Track 17 | Zack's Girlfriend**

Amy: Is your girlfriend pretty?

Zack: Are you kidding? She's beautiful. She's got green eyes and long red curly hair.

Amy: Is she tall?

Zack: She's actually short, but I'm not tall either.

Amy: So she is really attractive.

Zack: You like bald guys like my friend Dan?

Amy: Oh, no! And his moustache and beard are awful.

Pictionary



page 16

daily activities =
actividades diarias



page 18

professions =
profesiones



page 16

It's ten ten. =
Son las diez y diez.



page 18

fitness trainer =
entrenador físico



page 16

It's seven o'clock. =
Son las siete en punto.



page 20

garage =
taller mecánico



page 16

It's ten to two. =
Son diez para las dos.



page 20

department store =
tienda departamental



page 16

It's a quarter to eight. =
Son cuarto para las ocho.



page 20

drugstore =
farmacia



page 16

It's five to twelve. =
Son cinco para las doce.



page 20

construction company =
compañía constructora



page 16

It's six thirty. =
Son las seis y media.



page 22

I like reading. =
Me gusta leer.



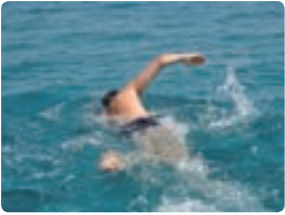
page 22

They like dancing. =
Les gusta bailar.



page 22

She likes cooking. =
Le gusta cocinar.



page 22

He likes swimming. =
Le gusta nadar.



page 22

They like working out. =
Les gustan los ejercicios de gimnasia.



page 22

He likes playing the guitar. =
Le gusta tocar la guitarra.



page 22

They like shopping. =
Les gusta ir de compras.



page 22

I like jogging. =
Me gusta trotar



page 22

They like playing computer games. =
Les gusta jugar juegos de computadora.



page 22

I like singing. =
Me gusta cantar



page 24

I like ... =
Me gusta...



page 22

They like Chinese food. =
Les gusta la comida china.



page 24

I hate ... =
No me gusta ... /
Me choca ...



page 22

He likes studying. =
Le gusta estudiar.



page 24

I love ... =
Amo ...



page 22

I like hiking. =
Me gusta el excursionismo.



page 24

He likes listening to music. =
Le gusta escuchar música.



page 24

He likes traveling. =
Le gusta viajar.



page 26

hairdresser =
estilista



page 26

waitress =
mesera



page 26

chef =
chef



page 26

architect =
arquitecto(a)



page 26

firefighter =
bombero(a)



page 26

doctor =
doctor(a)



page 34

driving test =
examen de manejo



page 34

no U turn =
prohibida vuelta en U



page 34

stop =
pare



page 34

you can turn left =
vuelta izquierda
permitida



page 34

U turn permitted =
vuelta en U permitida



page 34

maximum speed
25 mph =
velocidad máxima
25 mph



page 34

maximum speed
50 mph =
velocidad máxima
50 mph



page 34

men at work =
hombres trabajando



page 34

speed bump =
tope



page 34

(you can) turn right =
vuelta derecha permitida



page 36

marriage proposal =
proposición de
matrimonio



page 34

forbidden =
prohibido



page 36

open the window =
abre la ventana



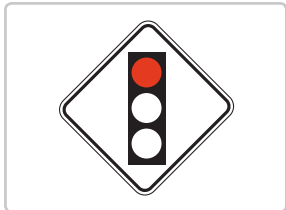
page 35

do not use the claxon =
no usar el claxon



page 36

Can I help you? =
¿Puedo ayudarle?



page 35

red light =
luz roja (alto)



page 37

Could you give
me a ride? =
¿Me das un aventón?



page 35

zebra crossing =
cruce de peatones



page 38

Can you put
them away? =
¿Podrías guardarlas?



page 35

no parking =
no estacionarse



page 38

Could you close the
door, please? =
¿Podrías cerrar la puerta,
por favor?



page 35

(you can) continue
ahead =
permitido seguir
adelante



page 38

Could you get off the
phone quickly? =
¿Podrías colgar rápido?



page 36

hotel reception =
recepción del hotel



page 38

Can you close the
windows? =
¿Podrías cerrar las
ventanas?



page 38

Could you turn the TV on? =
¿Podrías prender la televisión?



page 40

She can sew. =
Puede coser.



page 38

Can you put it out? =
¿Podrías apagarlo?



page 44

Would you help me light a fire? =
¿Me ayudas a prender una fogata?



page 38

Can you bring the clothes in? =
¿Podrías meter la ropa?



page 44

Could you show me 6th street, please? =
¿Me puede mostrar la calle 6, por favor?



page 39

mop the kitchen floor =
trapea el piso de la cocina



page 44

Can you help me change the tire? =
¿Me ayudas a cambiar la llanta?



page 40

I can swim. =
Puedo nadar.



page 44

Can I help you? =
¿Puedo ayudarle?



page 40

She can drive. =
Puede manejar.



page 44

Can you help me wash the dogs, please? =
¿Me ayudas a bañar a los perros, por favor?



page 40

I can do gymnastics. =
Puedo hacer gimnasia



page 44

Could I use the computer? =
¿Puedo usar la computadora?



page 40

He can cook. =
Puede cocinar.



page 45

Could you help me with my homework, please? =
¿Me ayudas con mi tarea, por favor?



page 45

Can I have some coffee, please?
¿Me puedes dar café, por favor?



page 58

chops =
chuletas



page 58

salmon =
salmón



page 60

coat =
abrigo



page 58

shrimp =
camarón



page 60

jacket =
saco



page 58

lettuce =
lechuga



page 60

casual jacket =
saco informal



page 58

chicken breasts =
pechugas de pollo



page 60

sweater =
suéter



page 58

carrot =
zanahoria



page 60

shirt =
camisa



page 58

melon =
melón



page 60

T-shirt =
playera



page 58

pear =
pera



page 60

pants =
pantalones



page 60

shorts =
shorts



page 63

cinnamon =
canela



page 60

dress =
vestido



page 63

peanuts =
cacahuates



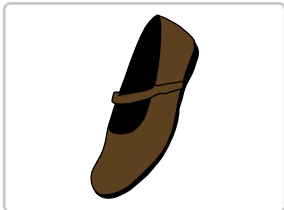
page 60

skirt =
falda



page 63

orange juice =
jugo de naranja



page 60

shoe(s) =
zapato(s)



page 63

pickles =
pepinillos



page 60

boot(s) =
bota(s)



page 63

tuna =
atún



page 63

ham =
jamón



page 74

**steak with mashed
potatoes =**
filete con puré de papa



page 63

cookies =
galletas



page 74

fresh fruit =
fruta fresca



page 63

mustard =
mostaza



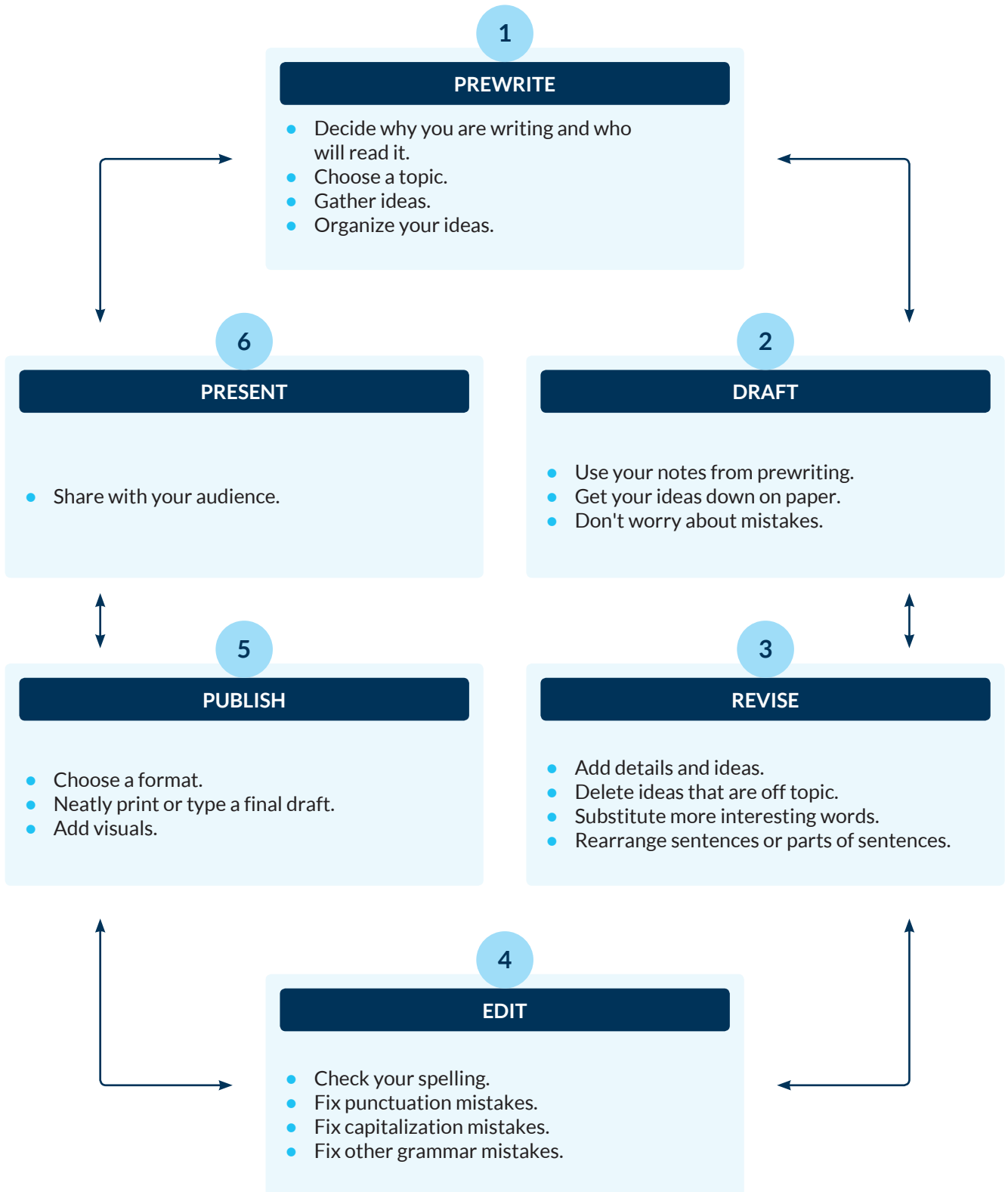
page 74

meat loaf =
pan de carne

Irregular verb list CCC7

Base Form	Present Third Person	Simple Past
hang	hangs	hung
hide	hides	hid
know	knows	knew
lay	lays	laid
lead	leads	led
light	lights	lit
lose	loses	lost
prove	proves	proved
ride	rides	rode
ring	rings	rang
rise	rises	rose
run	runs	ran
see	sees	saw
seek	seeks	sought
set	sets	set
sing	sings	sang
sink	sinks	sank
sit	sits	sat
speak	speaks	spoke
steal	steals	stole
swim	swims	swam
take	takes	took
throw	throws	threw
wake	wakes	woke/waked
wear	wears	wore
write	writes	wrote

The Writing Process



Adapted from
http://mhschool.com/lead_21/grade5/ccslh_g5_wr_4_2a.html



Words Related to Learning

Find these learning-related words in the puzzle. The words may be in any direction. Be careful.

- acquisition
- explore
- practice
- advanced
- insight
- self-access
- assimilation
- lesson
- trial and error
- discovery
- new
- independence

Think about which of these aspects you feel the most strongly about.

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