

Inglés

1

Arnulfo Cancino Villicaña

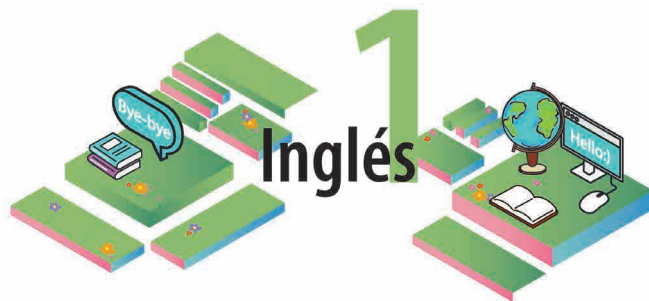
Serie ISO

Hello:)

“Proyecta tu futuro”

NEM

PLANEA
Editorial



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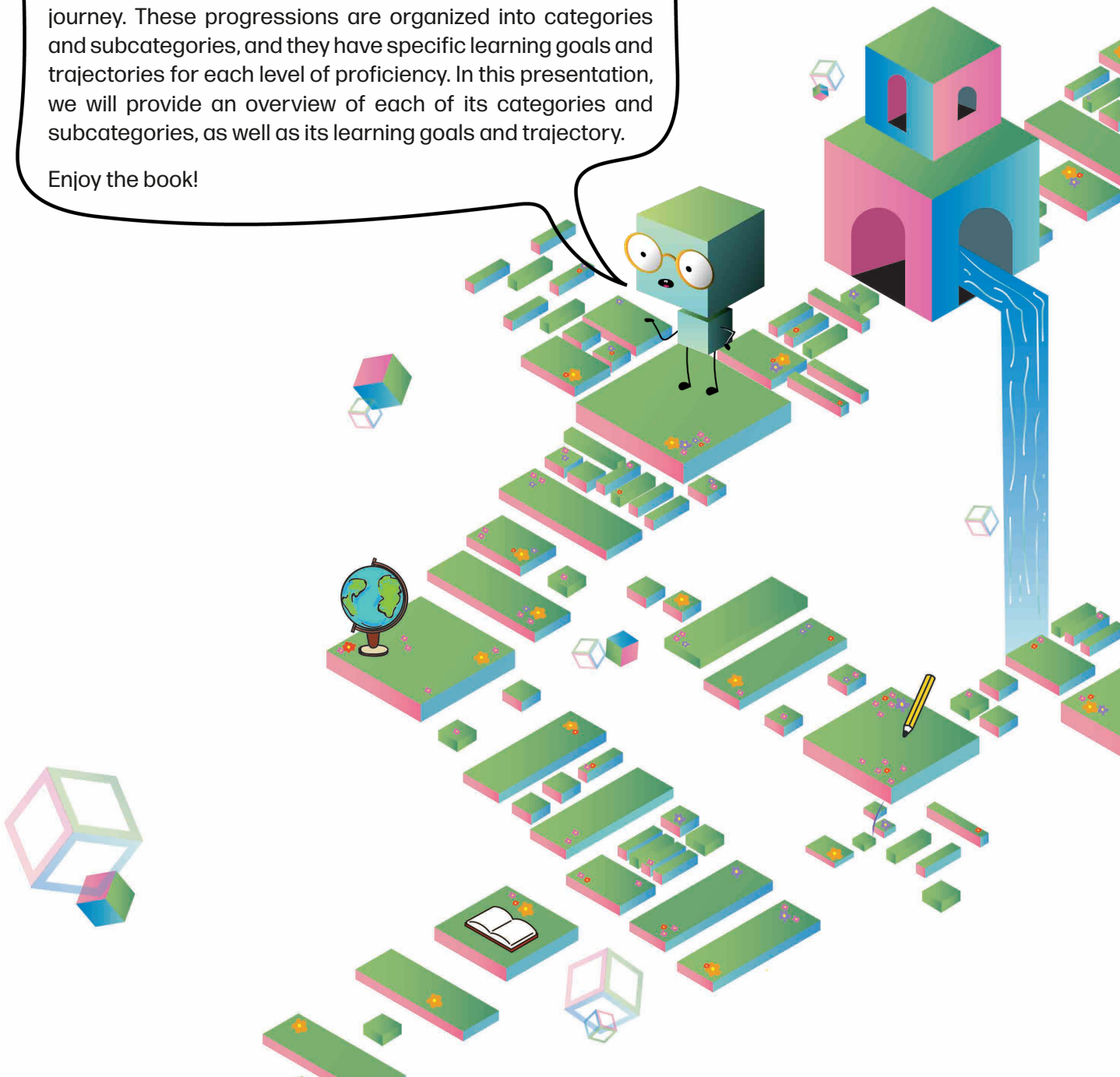
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Presentation

At Editorial Planea, we are committed to offering high-quality educational materials aligned with the New Model of Upper Secondary Education, based on the premise of providing you, the young student, with a learning experience situated in your environment. Our aim is to support you in your daily life, helping you adapt to changes and providing continuous inclusive, multicultural, collaborative, and equitable learning based on the principles of the New Mexican School.

The new English Plan for the high school education integrates the NEM/NMS (Nueva Escuela Mexicana/New Mexican School) and outlines four categories that students are expected to follow throughout their language learning journey. These progressions are organized into categories and subcategories, and they have specific learning goals and trajectories for each level of proficiency. In this presentation, we will provide an overview of each of its categories and subcategories, as well as its learning goals and trajectory.

Enjoy the book!



The New Mexican School (NEM) is based on a diagnosis where education was seen as three disconnected cycles: basic education (preschool, primary, and secondary), upper secondary education, and higher education. Based on this diagnosis, a proposal is built with an education that should be understood as lifelong, under the concept of learning how to learn, continuous updating, adaptation to changes, and lifelong learning.

The NEM proposes a 23-year plan across different educational levels, interconnected with each other, where the comprehensive development of children, adolescents, and youth is enhanced, aiming to promote inclusive, pluricultural, collaborative, and equitable excellence in learning throughout their education.

To achieve well-being and prosperity, the NEM is based on the following principles:



Promotion of identity with Mexico. Love for the country, appreciation for its culture, knowledge of its history, and commitment to the values enshrined in the Political Constitution are the actions that form this principle.



Citizen responsibility. This principle involves the acceptance of personal and collective rights and duties. The respect for civic values by students educated in the NEM is essential to transmit the values of honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude.



Honesty. This value is emphasized within the social responsibility of students, which allows the formation of a society based on trust and the foundation of truth in all actions, enabling a healthy relationship among citizens.





Participation in the transformation of society.

Self-improvement by individual initiative is the foundation of this principle. The social purpose of education allows for the construction of close, supportive, and fraternal relationships that overcome indifference and apathy towards transforming society.



Promotion of a culture of peace.

The objective of the 2030 Agenda promoting “Peace, Justice, and Strong Institutions” is based on promoting peaceful and inclusive societies that enable sustainable development, ensure access to justice for all, and build effective and inclusive institutions at all levels that are accountable.



Promotion of interculturality. The appreciation and understanding of cultural and linguistic diversity, as well as dialogue and cultural exchange, are driving forces for having an intellectual, emotional, moral, and spiritual life.



Respect for human dignity.

Promoting the unrestricted respect for the dignity and human rights, based on the conviction of the opportunities, rights, and equal rights of all individuals.



Respect for nature and environmental care. Environmental awareness promotes the protection and conservation of the environment. The prevention of pollution and climate change begins with education on sustainable development.





Know your book

Within the book, the New Model of Upper Secondary Education is developed, which is based on a study program through learning progressions. These progressions are developed in three moments, which are:



Opening. In this first moment, the aim is to awaken the student's interest and motivation towards the topic that will be addressed.



Development. The content is presented, and a clear and detailed explanation of key concepts is provided.



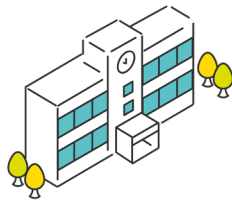
Closing. In this final moment, the objective is to consolidate the learning and evaluate the process.

The sections also include:

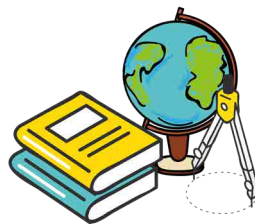


Diagnostic evaluation. It is found at the beginning of each learning unit and helps identify strengths and weaknesses regarding the topics that will be addressed.

Situated learning in contexts.:



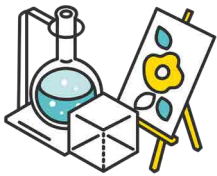
School



Classroom



Community



Cross-cutting practices. These activities link the learning of sociocognitive resources with the disciplines of the knowledge areas.



Socioemotional practices. The extended curriculum is linked to sociocognitive resources and knowledge areas through the different domains of socioemotional resources that are present in these type of activities.



Learning practices. The best way to apply the knowledge and skills learned is through these type of practices, which are numbered, situated in a learning context, and enhance a principle of the NEM, as shown in the following example:



Learning practice

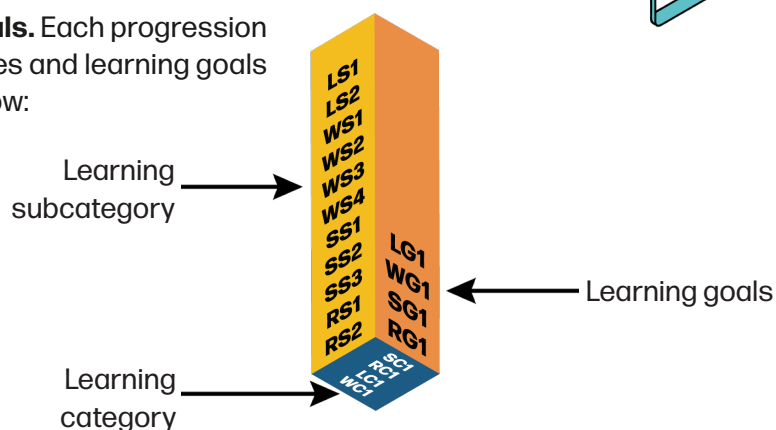


NEM Reading. It is a reading comprehension activity that addresses one of the principles of the New Mexican School (NEM).

Unit assessment. These are questions or items that cover the topics of each learning unit.



Category, subcategory and learning goals. Each progression has at the top the categories, subcategories and learning goals which addresses its content as shown below:



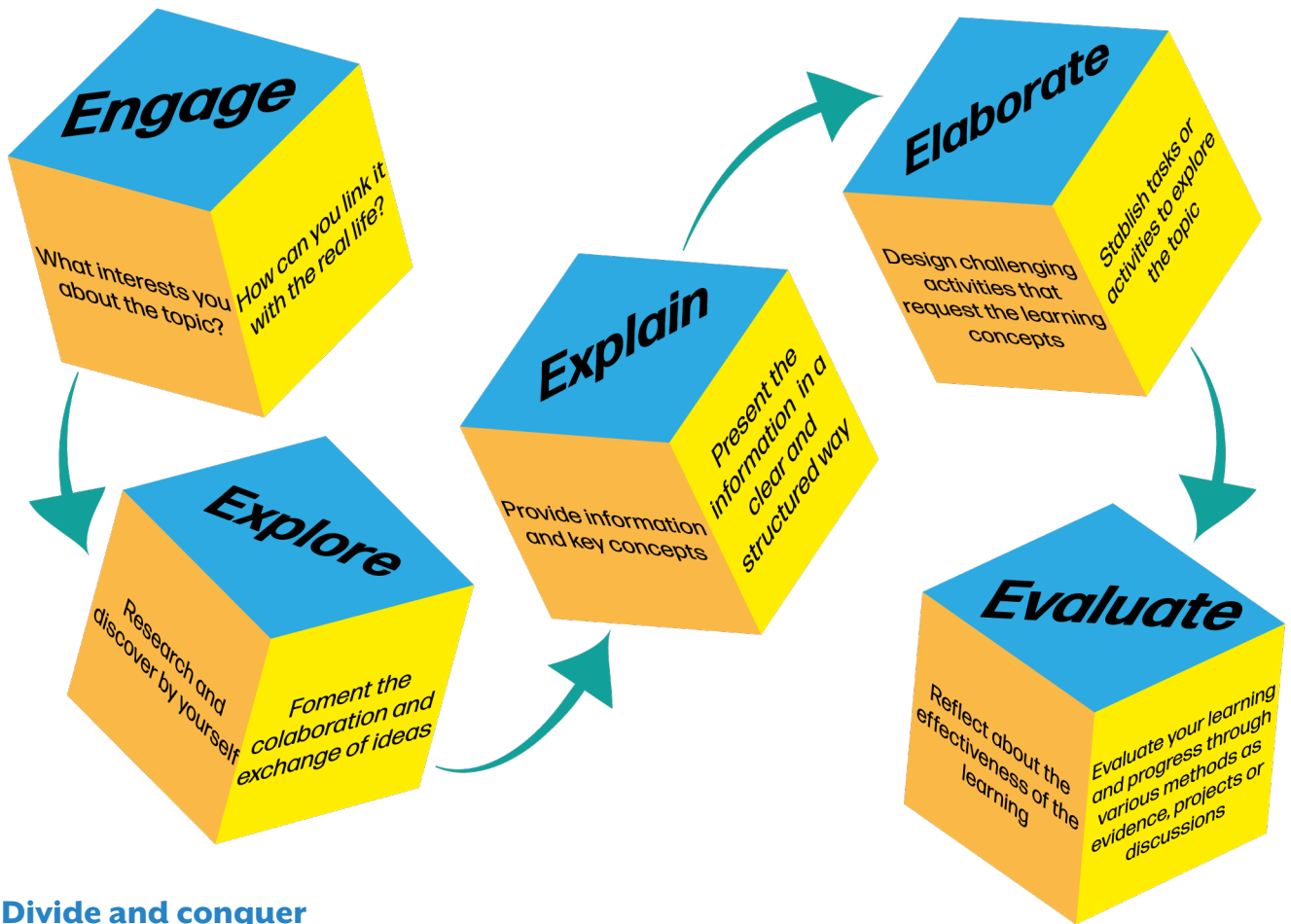
Learning progressions

1. Understand the use of the verbs “ser” (to be) or “estar” (to be) (affirmative, negative, and interrogative) and personal pronouns to present one’s own information and that of others.
2. Identify imperatives to promote communication in the classroom in a second language by giving and following instructions.
3. Understand the use of the verbs “to be” and “to have” to describe people, places, or things, and use descriptive adjectives and indefinite articles to provide details about their characteristics.
4. Understand the use of demonstrative adjectives (this, that, these, those) in their affirmative, negative, and interrogative forms to point out something or someone based on their location (whether they are far or near) and quantity (singular or plural).
5. Understand the use of “there is” and “there are” (affirmative, negative, and interrogative) and prepositions of place to mention the existence or non-existence of people or things in a specific location.
6. Understand the use of possessive pronouns (mine, yours, his, hers, ours, and theirs) to promote the value of honesty by recognizing ownership of what is one’s own and what is not.
7. Analyze and understand that possessive adjectives and the possessive case are used to indicate ownership of something or someone. Therefore, use them to indicate family relationships and ownership when creating a family tree.
8. Select “Wh-” questions for interviewing and being interviewed through the creation of simple dialogues. Also, use the conjunction “because” to provide reasons.
9. Develop stage III of the essay “RECONSIDERATION OF THE TOPIC OR PROBLEM BASED ON THE CONSULTED INFORMATION” to understand how to specify the essay’s topic in light of the obtained information.
10. Understand the use of “yes/no” questions and “Wh-” questions in the present simple to request and provide specific information. GOALS
11. Distinguish frequency adverbs (always, usually, often, sometimes, never, among others) to express their own routines and those of others.
12. Use time prepositions “in,” “on,” “at,” and connectors such as “and,” “but,” and “then” to mention the moment when an event occurs and to contrast, unite, and expand ideas by creating a weekly schedule of activities.
13. Identify the uses of the modal verb “can” and specifically understand its use to express physical, cognitive, and social abilities (affirmative, negative, and interrogative).
14. Understand the use of the modal verb “can” (affirmative, negative, and interrogative) to make requests and ask for or give permission.
15. Understand the use of countable (singular and plural) and uncountable nouns to apply them in specific situations.
16. Understand the use of “much,” “many,” “a lot,” “a few,” “a little,” and “some” to describe their plate of good eating.

Strategies for collaborative work

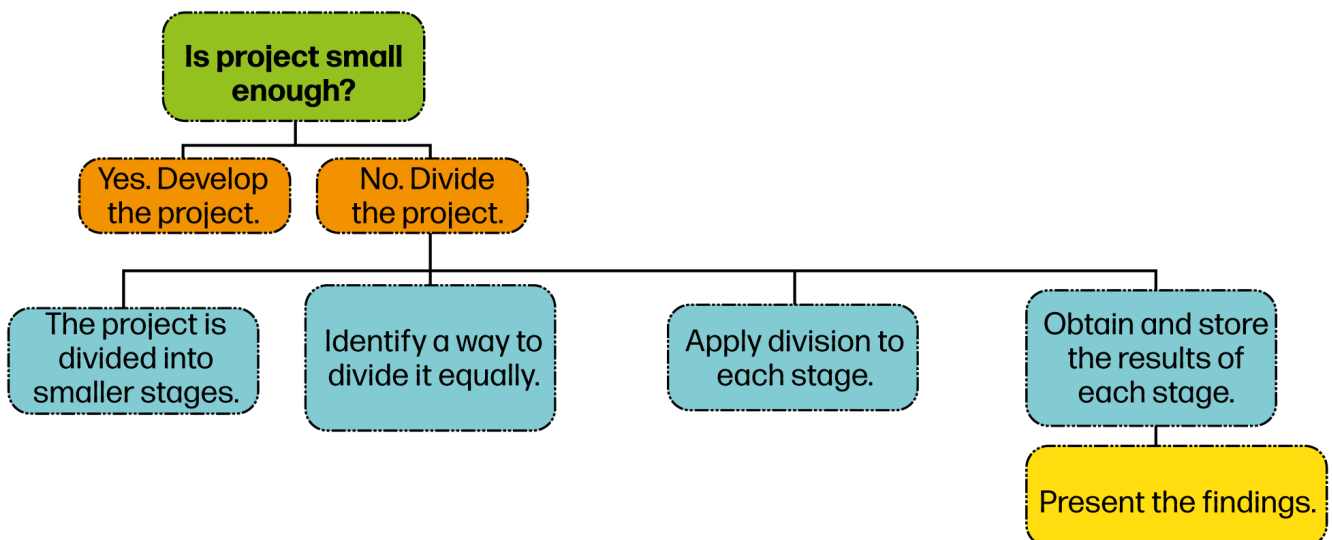
Strategie 5E

It is a strategy used in education for collaborative work and project design, it consists of:



Divide and conquer

It consists of not seeing a project as a unit, but as a series of stages that can be developed individually and then integrate and present the findings found. Below are the steps to follow.



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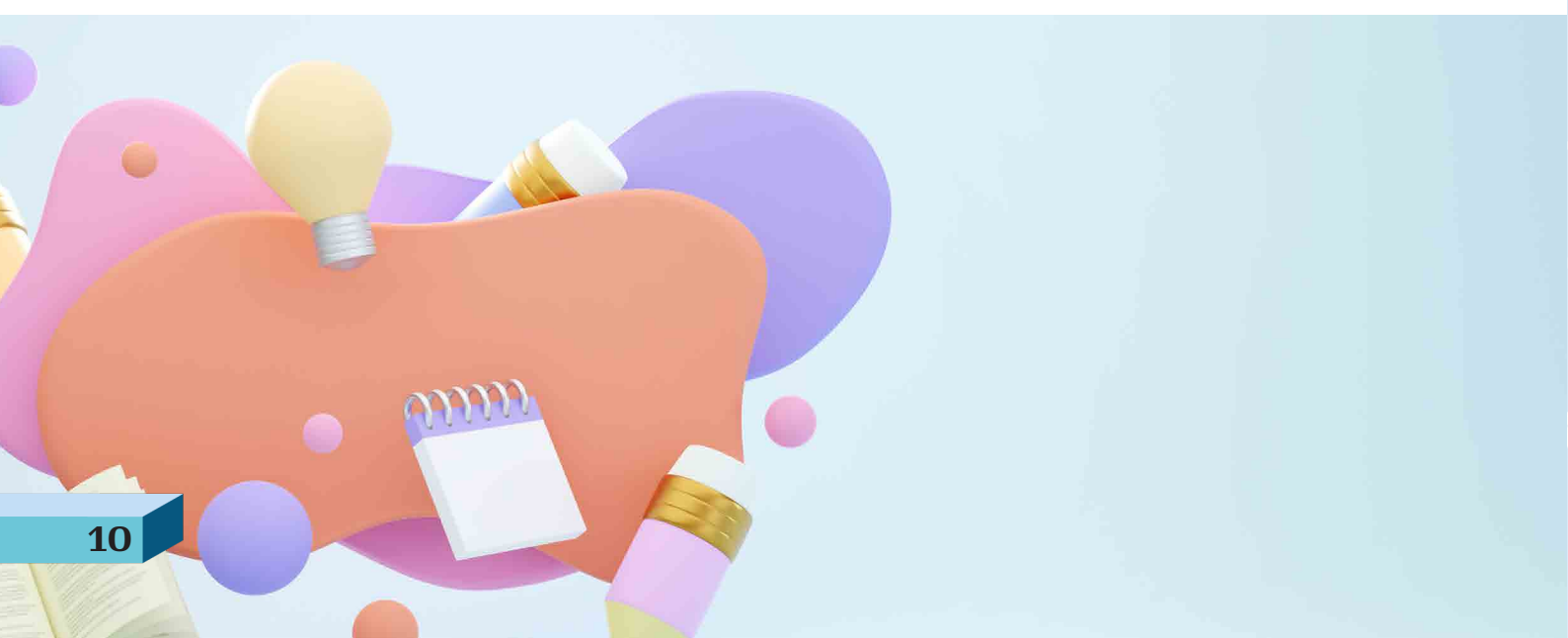
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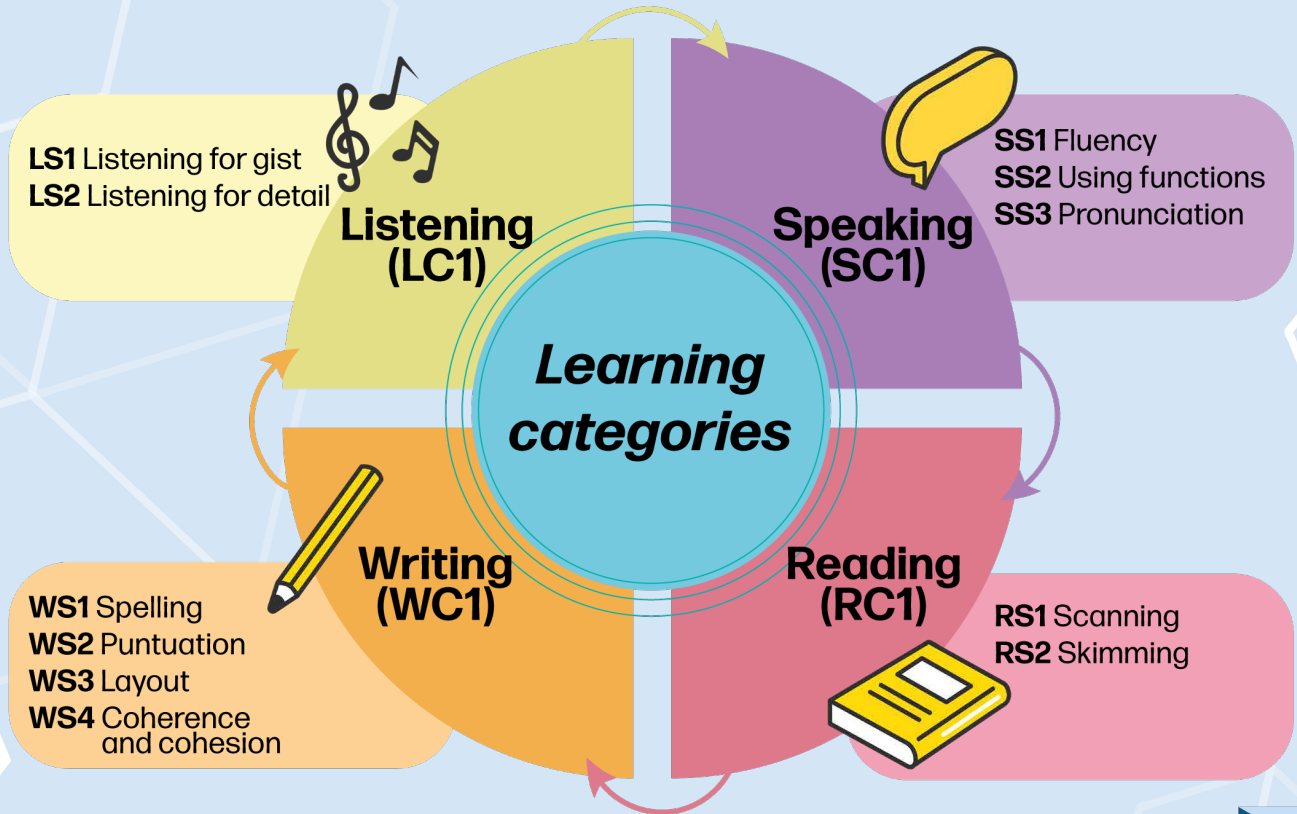
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WE ALL HAVE A COMMON LANGUAGE



Unit 1 Foundations of language



Learning goals:

- **LG1.** Understands the letters of the English alphabet when hearing them and identifies phonemic differences. Understands the main idea of an oral conversation based on basic expressions, such as greetings and simple vocabulary. Can comprehend simple questions that ask for personal information about oneself and others, such as name, age, nationality, characteristics, habits, and abilities.
- **SG1.** Understands and communicates orally using basic expressions, such as greetings, simple words, and phrases related to personal information and specific situations. Can give basic descriptions of objects, animals, places, and food in terms of opinion, size, or origin. Raises and answers simple questions using very brief and pre-prepared expressions. Participates in conversations in a straightforward manner.
- **RG1.** Recognizes very basic words and phrases about personal information that appear in texts such as identification cards, registration forms, signs, or agendas. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts about personal information, descriptions, habits, skills, and food.
- **WG1.** Provides personal information in writing on a standard form, such as in a gym registration. Expresses simple phrases and sentences in writing considering spelling and punctuation rules, such as using capital letters when mentioning nationalities, placing a question mark at the end of a question, or using commas when listing items like a list of foods. Writes brief and simple descriptions about people, objects, places, and routines and uses textual cues to give meaning to the written text.

Learning progressions:

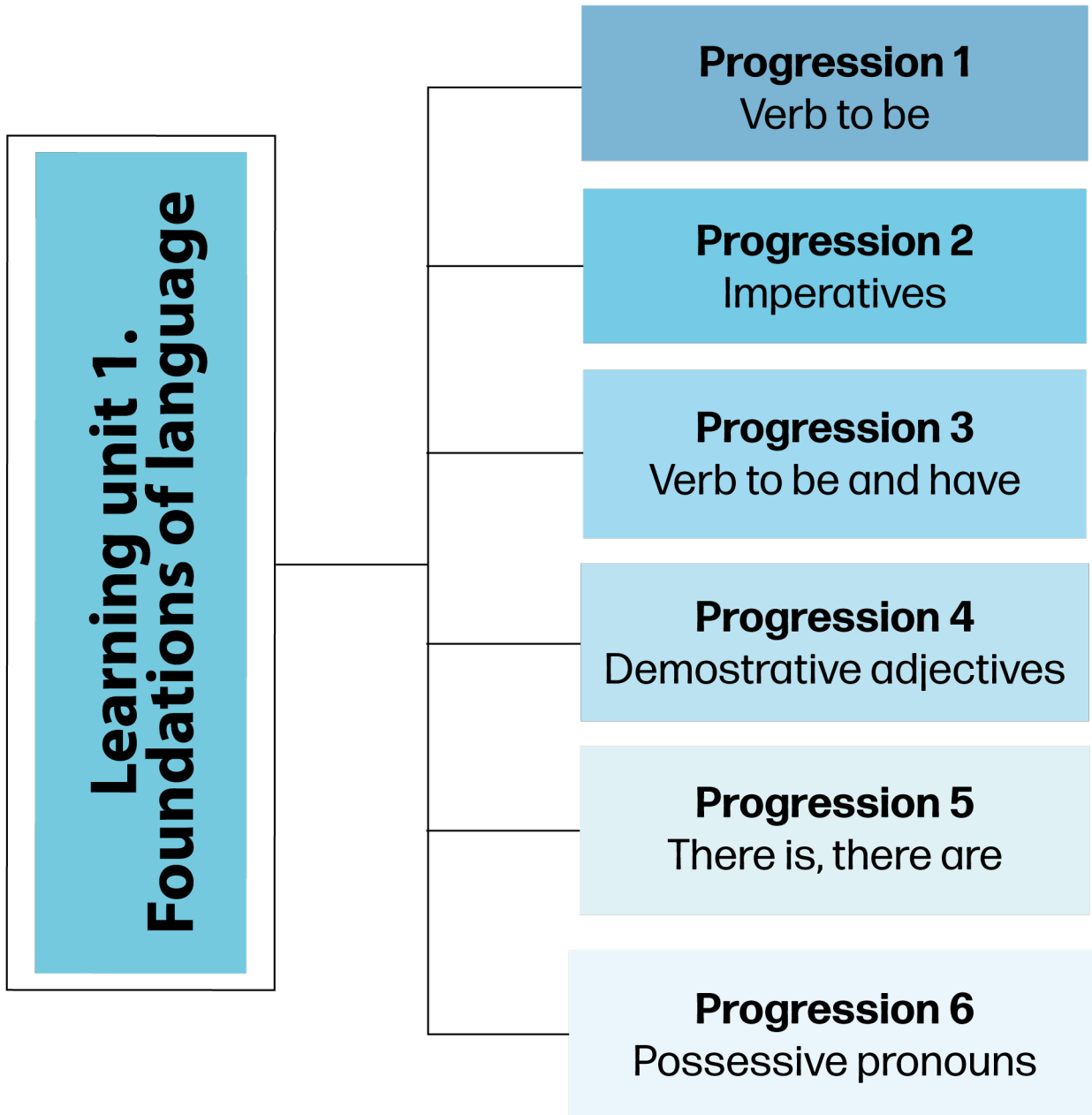
1. Understands the use of the verbs “ser” or “estar” (affirmative, negative, and interrogative) and personal pronouns to provide information about oneself and others.
2. Identifies imperatives to promote communication in the classroom in a second language when giving and following instructions.
3. Understands the use of the verbs “to be” and “have” to describe people, places, or things, and uses descriptive adjectives and indefinite articles to provide details about the characteristics.
4. Understands the use of demonstrative adjectives (this, that, these, those) in their affirmative, negative, and interrogative forms to indicate something or someone based on their location (whether they are near or far) and quantity (singular or plural).
5. Understands the use of “there is” and “there are” (affirmative, negative, and interrogative) and prepositions of place to mention the existence or absence of people or things in a specific location.
6. Understands the use of possessive pronouns (mine, yours, his, hers, ours, and theirs) to promote the value of honesty by recognizing ownership of what is one’s own and what is not.

Presentation



During Unit 1, titled “Fundamentals of Language,” we cover the following topics: the verb “to Be,” the use of Imperatives, mastering the usage of the verbs “to Be” and “Have” in conversations, incorporating demonstrative adjectives into sentences, using “there is” and “there are” to indicate the presence of people, objects, or places, and finally, understanding possessive pronouns.

The specific content covered in this unit is outlined in the following diagram:





Diagnostic evaluation

Translate each sentence.

1. The dogs and cats are running in the street right now.

2. Are there swimming pools in Morelia?

3. There is a public university in Hidalgo.

4. Is there a lake in Morelia?

Answer the questions with complete sentences.

1. Does the teacher play soccer?

2. Write the days of the week and months (in order)

3. When were you born?

4. Does your mother work every day?

5. Where do you live?

Match to form logical ideas.

Column A

1. Does she practice
2. He is a
3. My father visits
4. I eat my vegetables
5. Can she continue
6. I live and study

Column B

- A. his hometown.
- B. in San Diego.
- C. the flute?
- D. or does she have to stop?
- F. and do exercise.
- G. doctor.

Put each noun under the correct column

Money
Hotel

Sugar
Car

Water
Rice

Chair
Butter

Room
Cow

Countable	Uncountable

Write the numbers with letters.

Example: 25: twenty-five

1. \$ 622,788.00

2. 345 Beans

3. 5,951,505 fingers

Write 5 irregular verbs and 5 regular verbs.

Irregular verbs	Regular verbs

Write all the human body parts you know.

reproducción

Verb to BE



WarmUp

Practice the alphabet and repeat it 3 times.

LS1
LS2
WS1
WS2
WS3
WS4
SS1
SS2
SS3
RS1
RS2
LG1
WG1
SG1
RG1
RS1
WS1
WS2



Scan it or get into the link to access

<https://on.soundcloud.com/TiFER>

A B C D E F G H I
ei bii cii dii ii ef llii eich

J K L M N O P Q
ai llei kei el em en ou pii kiu

R S T U V W X Y Z
arr ess tii iu vii dobl iu ex guai zzii

Fill the table with the numbers.
Follow the example.

0 Zero	1 One	2 Two	3 Three	4 Four	5 Five	6 Six	7 Seven	8 Eight	9 Nine
Ten	Eleven	Twelve	Thirteen	Fourteen	Fifteen	Sixteen	Seventeen	Eighteen	Nineteen
Twenty	Twenty-one								
Thirty		Thirty-two							
Forty			Forty-three						
Fifty				Fifty-four					
Sixty					Sixty-five				
Seventy						Seventy-six			
Eighty							Eighty-seven		
Ninety								Ninety-eight	
One hundred									

There are many professions and occupations that people can have.

Listen to the track then match the sentences and repeat.

- | | | | | | | |
|-----------------|-----------|---------|------------|-----------|---------|--------------|
| Architect | Janitor | Butcher | Accountant | Fisherman | Doctor | Actor |
| Dentist | Barber | Artist | Engineer | Lawyer | Nurse | Psychologist |
| Policeman/woman | Scientist | Teacher | Carpenter | Painter | Gardner | |



Professions		Occupations	

Listening

Listen the track, match the sentences and repeat.

Scan It or get into the link to access
<https://on.soundcloud.com/U3n9t>

- I am a teacher. () There are two engineers in our department.
- He is a doctor. () There are eight firefighters in their station.
- She is a musician. () There are five teachers at my school.
- They are firefighters. () There are three doctors in his office.
- We are engineers. () She has four students who take music lessons.

As you can see, the verb "to be" is used to describe what someone's profession or occupation is. The numbers are used to give more information about how many people there are in a particular profession or occupation.

Describe your father's or mother's profession or occupation. Then share it with 2 classmates. Follow adjectives on page 99.

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Grammar

The verb to be is used to describe and give personal information.

Development

Verb to be in affirmative, negative and interrogative, with personal pronouns.

Personal pronouns	Verb to be	Affirmative	Negative	Interrogative
I	am	an engineer	not an engineer	Am I an engineer?
You/We/They	are	teachers	not teachers	Are you a teacher?
He/She/It	is	a doctor	not a doctor	Is he a doctor?

Complete the sentences using the correct form of "to be" in the present tense and draw 2 examples.

- My favorite color _____ blue.
- He _____ a doctor.
- We _____ excited for the party.
- They _____ from Germany.
- You and I _____ good friends.

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Example 1

Example 2

When we talk about nationalities, we use adjectives to describe people and things related to a particular country.

Example, someone from Mexico is Mexican, and someone from Spain is Spanish.

Match the country with the nationality and draw two flags.

- | | |
|------------|-----------|
| 1. Germany | Chinese |
| 2. Italy | Brazilian |
| 3. Brazil | Indian |
| 4. China | Italian |
| 5. India | German |

Flag 1

Flag 2

It's important to note that sometimes the nationality is different from the name of the country. For example, someone from the United States is American, and someone from the United Kingdom is British.



Malala Yousafzai



Aurora



Martin Luther King



Scan it or get into the link to access

<https://on.soundcloud.com/3YiJN>

Vocabulary

Choose five famous people and tell us where they are from.

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

Listening

Listen to the track and repeat the conversation, then underline the countries and circle the verb "to be".

Tom: Hi, where are you from?

Paolo: I'm from Brazil. What about you?

Tom: I'm from Canada.

Paolo: That's cool! I want to visit Canada. What's it like?

Tom: It's a beautiful country with a lot of natural beauty and friendly people. Do you travel to other countries?

Paolo: Yes, I have, I travel to a few other countries in South America and Europe. It's always interesting to learn about different cultures and nationalities.

Tom: I completely agree. I think it's important to appreciate and respect different cultures and backgrounds. It makes the world a more interesting and diverse place.



Joaquin Sabina



Emmeline Pankhurst



David Lynch



Learning practice



Closing

Go from affirmative to negative and. Use the complement in parenthesis and replace the subject with pronouns.

Example: The children are happy. They are not sad. (sad)

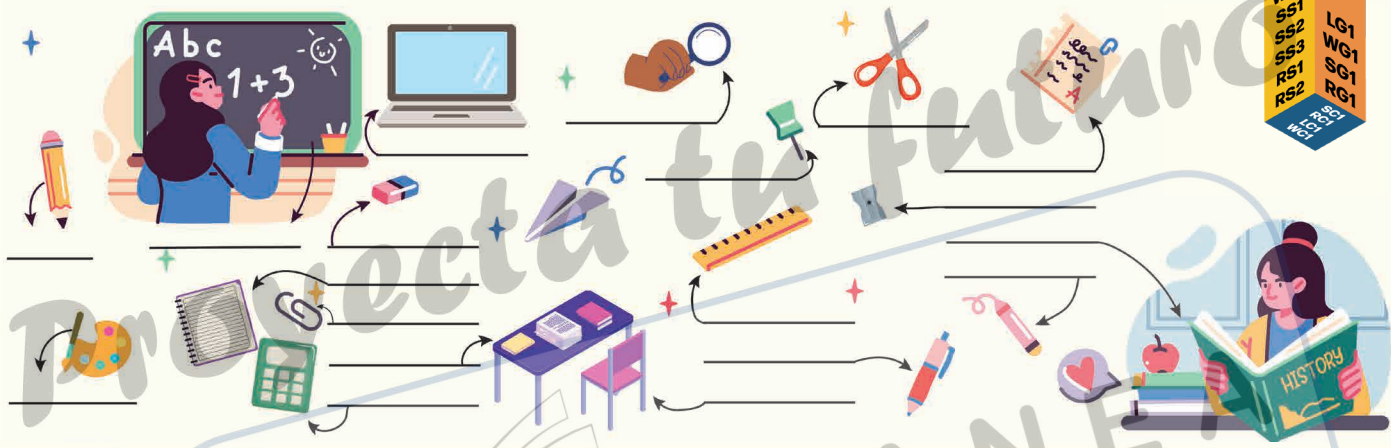
1. I am a mambo dancer. _____ (salsa)
2. It is the Belgium flag. _____ (French).
3. My friends are French. _____ (English)
4. Mary is a baker. _____ (painter)
5. My mom and I are actors. _____ (doctors)

Imperatives

WarmUp

Review classroom vocabulary, and use what to make questions.

LS1
LS2
WS1
WS2
WS3
WS4
SS1
SS2
SS3
RS1
RS2
LG1
WG1
SG1
RG1



Vocabulary

Match to the meaning.

- | | | |
|---------------|-----|-----------------------|
| 1. Retrace | () | Something extra |
| 2. Nowhere | () | Not superficial |
| 3. Locked out | () | Not in any place |
| 4. Spare | () | Go back on your steps |
| 5. Deep | () | Not possible to enter |



Reading

Scan it or get into the link to access
<https://on.soundcloud.com/Gm5Jn>

Listen to the track and repeat.

Lesson to learn: _____

Give your opinion and write a simple but stressful moment.

The Lost Key

John loses the key to his apartment, he retraces his steps to find it, but it's nowhere and he starts to panic, realizing he's locked out, he takes a deep breath and decides to calm down in that moment he remembers he has a spare key with his neighbor, Sarah.

He rushes to Sarah's apartment and knocks on the door, Sarah answers the door and John quickly explains his situation she hands him the spare key and tells him to be more careful next time, John thanks Sarah and rushes back to his apartment, unlocks the door and enters feeling relieved.





Speaking

With the whole group talk about the activity, what do you think of the roles? Etc.

1. Is it easy to give instructions?

2. Are you good at giving orders?

3. Do you like to give orders?

4. Do you like to receive orders?

5. Write 3 imperative examples



Closing



Learning practice



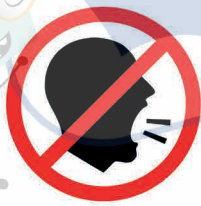
Match the imperatives to the pictures.

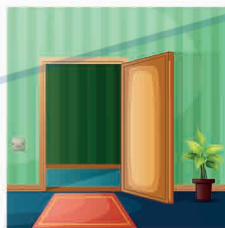
Open the window
the volume
left turn

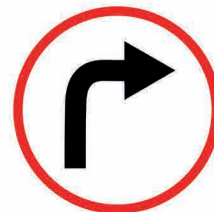
Please be quiet
Give me the money.
Do not eat fast food

Do not raise your voice
Do not take the book
Close the door

Turn up
Make a





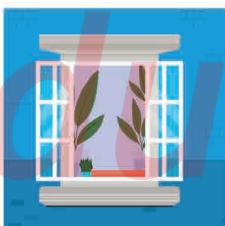














Verb to be and have

WarmUp

First cut the pictures on page 111 and then paste them here in disorder.
Now, you can play bingo with your classmates!

LS1
LS2
WS1
WS2
WS3
WS4
SS1
SS2
SS3
RS1
RS2
LG1
WG1
SG1
RG1
#1363
#1371



Opening

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Reading

Simple conversations, select the correct word.



Escanéa o ingresa el link para poder acceder

<https://on.soundcloud.com/VgoEe>

1. Extreme / Like / Prefers / Has / Nice

Troy: What is your teacher _____?

Patrick: She is a _____ person and _____ a beautiful smile.

Troy: Does she like _____ sports?

Patrick: No, she does not, she _____ indoor sports.

2. Has / Describe / Baggy / Wear / Blond

Trisha: Can you _____ your favorite actor/actress Page?

Page: Yes, she _____ blue eyes and _____ hair.

Trisha: What clothes does she _____?

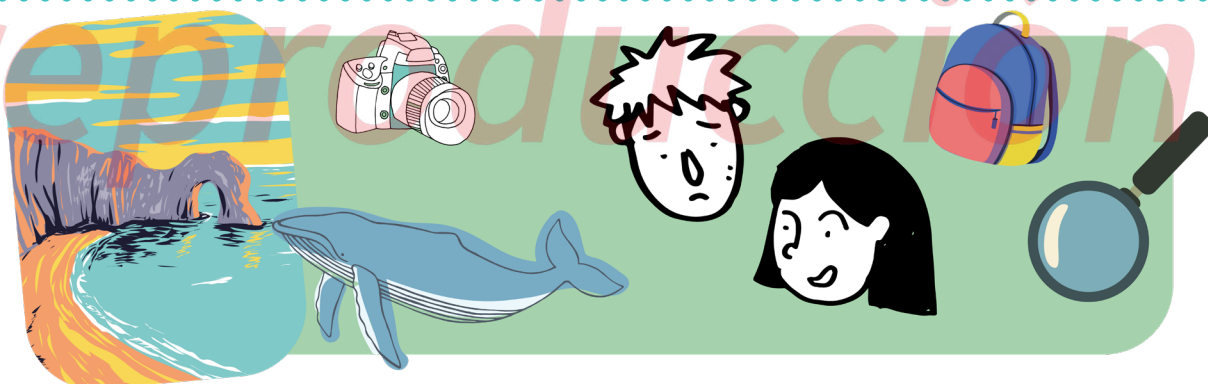
Page: She uses _____ clothes.



Writing

Invent and write your own conversation based on the past conversations. Use the pictures to help you.

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Grammar

The structure for the verb “to be” and “to have” in the simple present tense:

Subject	Verb “to be”	Complement
I	am	a student.
You/We/They	are	happy.
He/She/It	is	my friend.

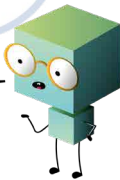
Subject	Verb “to have”	Complement
I	have	a beautiful house.
You/We/They	have	some books.
He/She/It	has	a pet dog.

In the examples above, the subject is listed in the first column, the appropriate form of the verb “to be” (am, are, is) based on the subject in the second column, and then the complement (noun, adjective, or prepositional phrase) describing or identifying the subject in the third column.

In the examples above, the subject is listed in the first column, then the appropriate form of the verb “to have” (have, has) based on the subject in the second column, and then the object that the subject possesses or owns in the third column.

Note: The verb “to have” can also be used to indicate actions other than possession, such as “to have lunch” or “to have a party.” In those cases, the verb “to have” is followed by the action or activity, rather than an object. However, for the purpose of this chart, the focus is on possession.

In summary, “to be” is used to describe a state of being, while “to have” is used to indicate possession or ownership.



In the forest, a lion walks freely, looking for its next meal. As it approaches a small stream, it sees a family of deer eating peacefully. Without making a sound, the lion waits for the right moment to pounce, suddenly it makes a loud roar and the deer run away, just at the right moment to escape the lion’s sharp and giant jaws.

Meanwhile, a group of noisy monkeys swing from tree to tree, playing and yelling loudly. They stop to steal some yellow fruits from a nearby tree, as they stuff their big cheeks and laugh at the king. And so, life goes on in the forest, with each animal in their daily routine, adapting to their environment and trying to survive for another bright and beautiful day in the forest.



Listening

Listen and repeat, then underline the animals that you find in the text.

Draw your favorite animal and give a description of it then share it with your teacher and classmates.

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Closing



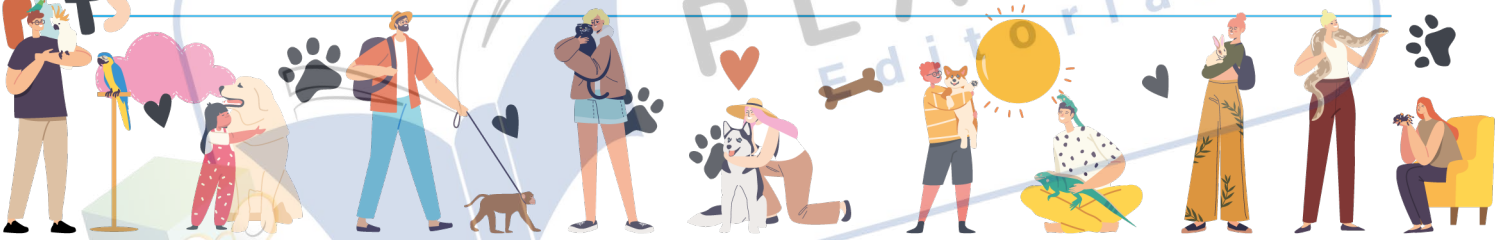
Learning practice



Describe your ideal pet and house where to live with it and share the information with the class.



LOVE FOR PETS



PLANEA Editorial



Socioemotional practice

The Art of Self Knowledge

Describe in your own words what is your favorite part of your body and why, after that make a drawing of that part and continue until you draw all of your body.

Handwriting practice lines for the text.

responsibility * confidence * teamwork

pride *

perseverance *





DO A GOOD DEED FOR YOUR CITY

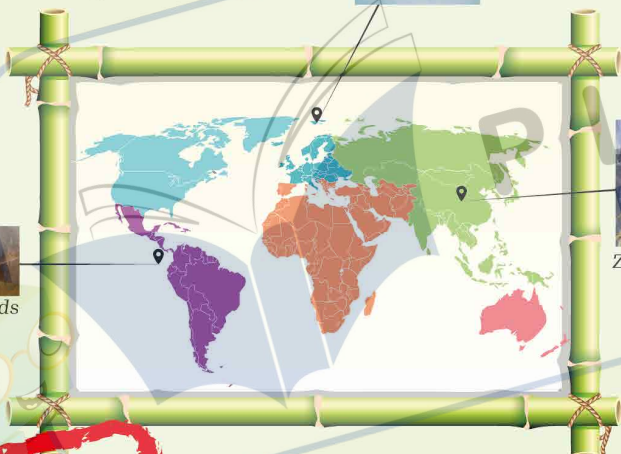
Research the internet and look for countries that have an animal reserve, talk about the different places.

Animal reserve & country

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



Svalbard Global Seed Vault



Galapagos Islands



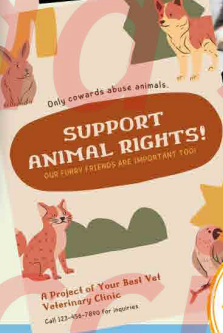
Zhangjiajie National Forest Park



MY PROJECT:

Write about a project for your city, make a banner to support animal protection.

Blank grid area for writing the project description.



Demonstrative adjectives

LS1
LS2
WS1
WS2
WS3
WS4
SS1
SS2
SS3
RS1
RS2
LG1
WG1
SG1
RG1



WarmUp

Opening Talk about the articles you have in your backpack and the ones you have at your house to do your homework How many objects can you identify?



Listening

Listen to the conversation and then practice them with a classmate.



Scan it or get into the link to access

<https://on.soundcloud.com/S4j3h>

Walter: Where is my phone?

Clara: Is this your phone?

Walter: No, that's not it. I think it's in the car.

Clara: Okay, do you want me to give you these keys?

Walter: Yes, please. I need those keys. Thanks!



Scan it or get into the link to access

<https://on.soundcloud.com/6rDSw>

Thelma: This is a great restaurant.

Madeline: That sounds good. What do you recommend?

Thelma: These tacos are really good and I like those enchiladas over there.

Madeline: Oh, those do look good. I want those, please.



Speaking

Write your conversation use **THIS/THAT** and **THESE/THOSE**

Student 1: _____

Student 2: _____

Student 1: _____

Student 2: _____

Student 1: _____

Then share your conversations with the teacher and your group, reflect on how this helps in everyday English.

Grammar

Demonstrative adjectives are a type of adjective used to indicate specific people, places, or things. They are typically used to clarify which article is being referred to in a sentence.



Development

There are four demonstrative adjectives in English:

In the chart above, the demonstrative adjectives “**this/these**” and “**that/those**” are shown with their corresponding singular and plural forms.

Demostrative adjective	Singular	Plural
This/These	This book	These books
That/Those	That car	Those cars

Here are a few example sentences:

This book is interesting.	That car is fast.	These books are heavy.	Those cars are expensive.
---------------------------	-------------------	------------------------	---------------------------

In the examples, the demonstrative adjectives are used to indicate the proximity or distance of the nouns they modify. “**this**” and “**these**” are used for objects closer to the speaker, while “**that**” and “**those**” are used for objects farther away.

For example:

This book is very interesting.



That movie was really good.



These cookies are delicious.

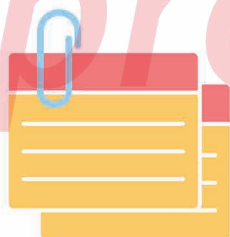


Those flowers are beautiful.



Speaking

Design a flashcard with drawings, pictures or magazine cutouts of different objects, use a piece of cardboard or cereal box to glue them on, and then share it with your group, using the demonstrative adjectives.



Listening

Review the classroom vocabulary and supplies, listen and repeat.

This is my book. That is my notebook. These are my colors, and those are my markers. I love studying here because this school is very peaceful. That is my English classroom, it is very big, and these chairs are very comfortable. But, those tables are too small for me.

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<https://on.soundcloud.com/qZudX>





Learning practice

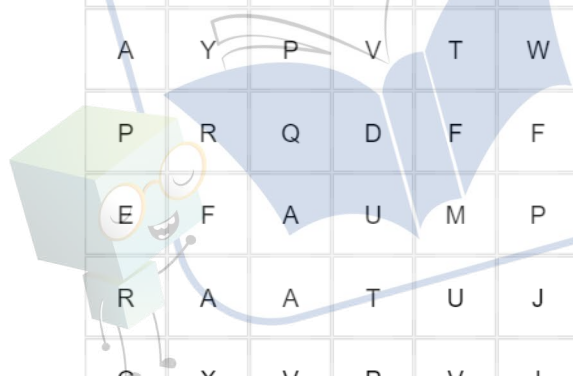


Proyecta tu futuro

Answer the following search-a-word in teams of 4, the team who finishes first wins an extra point.

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

PLANEAS
Editorial



BOOK
COLORS
ERASER
HIGHLIGHTER
MARKERS

NOTEBOOK
PAPER
PAPERCLIPS
PEN
PENCIL

SHARPENER
STAPLER
WHITEOUT

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There is, there are

WarmUp

Let's talk about your dream house. How big is it? How many rooms does it have? Do you have game room? What is your kitchen like?. Cut on page 109 and paste the parts of the house in this house, then color it.

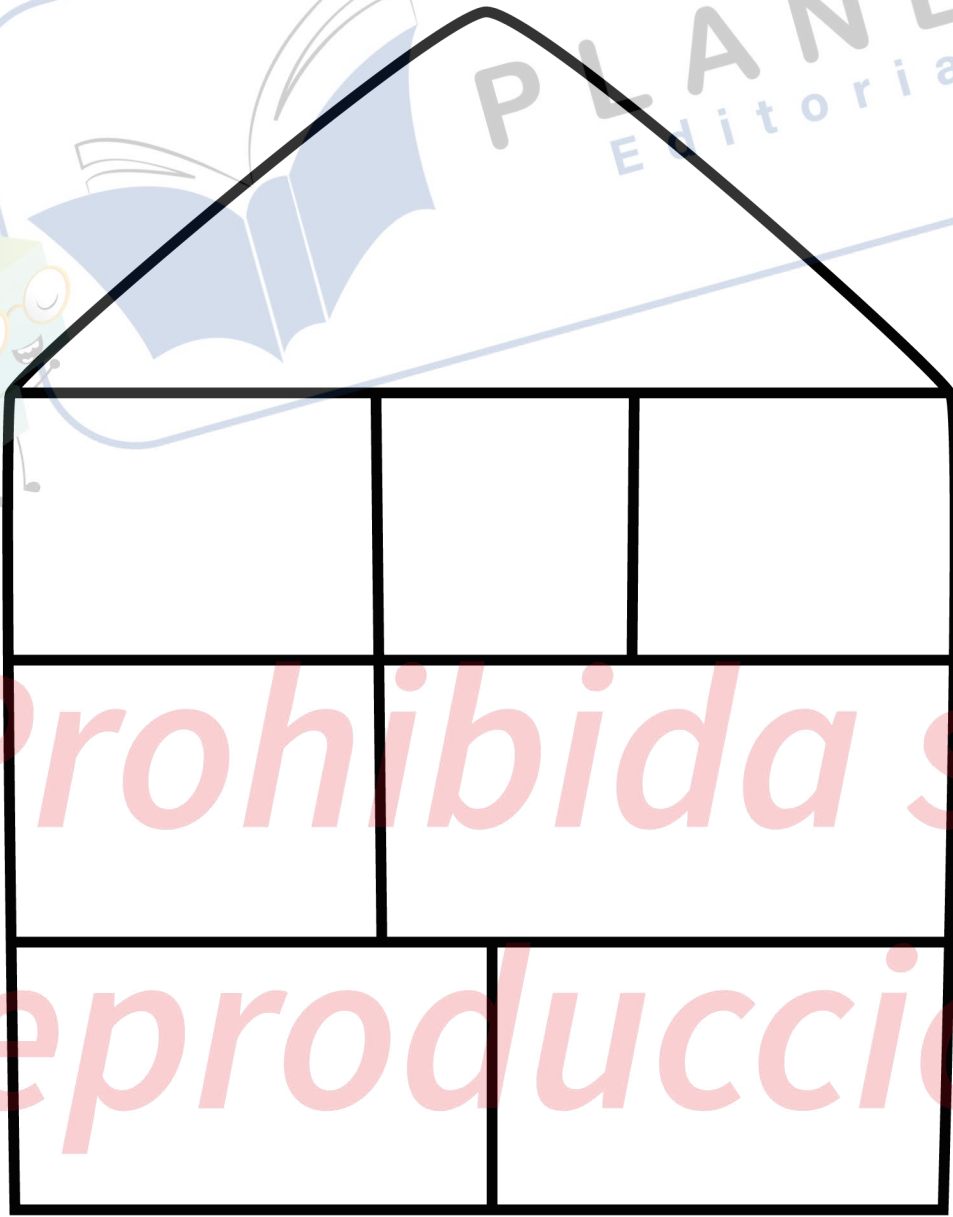
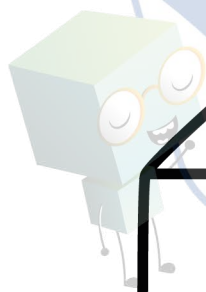
- LS1
- LS2
- WS1
- WS2
- WS3
- WS4
- SS1
- SS2
- SS3
- RS1
- RS2
- LG1
- WG1
- SG1
- RG1
- SS1
- WS1
- WS2



Opening

Proyecta tu futuro

PLANEA Editorial



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Listening



Scan it or get into the link to access
<https://on.soundcloud.com/AFmEQ>

There is a cozy house on the corner of my street that has a beautiful garden in front. There are two large windows on the first floor and there is a small balcony on the second floor. There is a front door with a colorful doormat, and there are two plants on the door. Inside, there is a spacious living room with comfortable sofas and a fireplace. There is a large kitchen with modern appliances, and there is a dining room with a big wooden table and chairs. On the second floor, there are three bedrooms and two bathrooms. There is a master bedroom with a king-sized bed and a balcony looking at the garden. There are two guest bedrooms with twin beds, and there are two bathrooms with showers and bathtubs. There is a lot of room for a family to live in that lovely house.



Speaking

Make the questions to at least three classmates, and share their answers with the class.

1. Do you think houses like this one are common?

Prohibida su

2. What do you want in your house?

reproducción

3. Do you like all the things there are in the house?

Grammar



Development

Subject	Verb	Complement
There	is	a cat in the garden
There	are	many books on the shelf
There	is	a car in the parking lot
There	are	some students in the classroom

The structure for the clauses “there is” and “there are”:. Here are some rules:

In the examples above, the subject **“There”** is followed by the appropriate form of the verb “to be” (is, are) based on the noun or pronoun that follows. The complement provides information about what exists or is present.

Note that **“there is”** is used with singular nouns or uncountable nouns, whereas **“there are”** is used with plural nouns. Here are some examples:

There is water in the glass

There are three cars in the parking lot

Is there a cat in the house?

There are not many people at the party

There are some books on the shelf

There is not enough milk for everyone

Are there any apples in the fridge?

There is a book on the table



Reading

Practice the conversation and then make your own, make sure to use as many new words as possible.

Scan it or get into the link to access

<https://on.soundcloud.com/7v06o>

Juanita: Ok Petro, you use “There is” when you talk about one singular thing or person. Like, “There is a book on the table.” And you use “There are” when you talk about multiple things or people. Such as, “There are three books on the table.”

Petro: Ah, I see. So “There is” is for singular and “There are” is for plural. Great! Can you give me another example just to be sure?

Juanita: Sure, no problem. How about this one: “There is a cat in the yard” versus “There are two cats in the yard.” In the first sentence, we talk about one cat. In the second sentence, we talk about two cats.

Petro: Got it, thanks for the explanation!



Learning practice



Rally time!!!

The teacher will give a list of objects to the students in teams of 4-7 to look for inside the school premises, when they return to the classroom they must make a list and explain what they found, using the phrases: "there is and there are". And compare them with the other teams.

1.	2.	3.	4.	5.



Possessive Pronouns

WarmUp

Talk about the four seasons of the year, which one is your favorite and why. Then the clothes you need for each season.

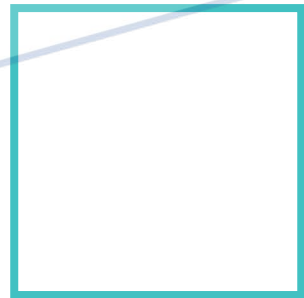
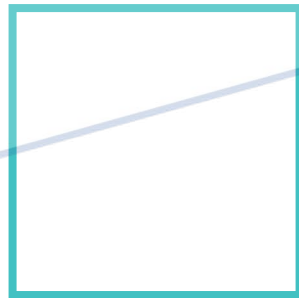
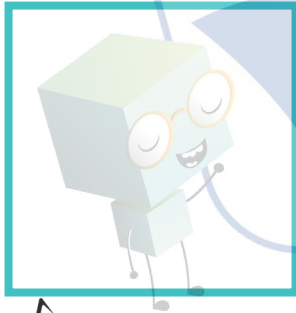


LS1
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WS1
WS2
WS3
WS4
SS1
SS2
SS3
RS1
RS2
LG1
WG1
SG1
RG1
W13
W14
W15



Handwriting practice lines with a large watermark 'PLANEA Editorial' overlaid.

Draw things that you can associate with each season.



Listening

Listen and repeat, make sure to do it 2 times.

QR code and text: "Escanéa o ingresa el link para poder acceder" and "https://on.soundcloud.com/egwRM".

- Shirt
- Polo shirt
- Tie
- Hoodie
- Sweater
- Suit
- Jeans
- Pants
- Shorts
- Tennis shoes

- Blouse
- T-shirt
- Tank top
- Jumper
- Cardigan
- Dress
- Skirt
- Demin shorts
- Leggings
- High heels



Reading

Samara wakes up every morning and stretches her arms. She reaches for her glasses on the nightstand and puts them on. She gets out of bed and walks to her closet to pick out her outfit for the day, after she gets dressed, Samara goes to the kitchen to make breakfast. She pours herself a cup of coffee and adds cream. She makes a bowl of oatmeal with honey.

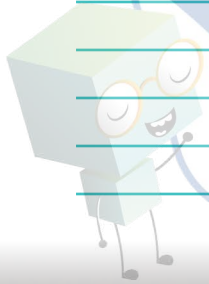
Samara's dog, Rex, follows her around as she gets ready. She pets him and gives him a treat. Rex wags his tail happily, before she leaves the house, Samara grabs her keys and puts on her coat. She gives Rex a pat on the head and says goodbye.



Writing

After you read, write your story.

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Grammar

Possessive pronouns are words used to indicate possession of a noun. They replace nouns and show who or what something belongs to.



Development

Subject pronoun	Possessive pronoun	Example
I	Mine	This book is mine.
You	Yours	The hat is yours.
He	His	His phone is ringing.
She	Hers	The backpack is hers.
It	Its	The cat licked its paws.
We	Ours	We are going to our friend's house.
They	Theirs	The tickets are theirs.



Reading

First listen and then read the story and underline the personal items that you identify.

I have a few things that I use on a regular basis. One of my favorite things is my phone. It's always with me and I use it for everything to make calls and send texts, to browse the internet and listen to music. Another thing that I use daily is my watch. I never leave the house without it because I always need to keep track of time. I have had this watch for a long time and it has sentimental value to me.

I have a backpack that I use for work and travel. It's big enough to carry all of my essential things and it's very durable. I take it on many trips and it never lets me down. Lastly, I have a pair of sunglasses that I wear on sunny days. They not only protect my eyes from the sun but also make me look cool. I have had them for a few years and they are still in great condition. These personal items are important to me and I rely on them in my daily life.

Scan it or get into the link to access
<https://on.soundcloud.com/WoCYf>



Speaking

Talk about your personal items with your classmates and with your teacher, then write three items of your classmates to your right, to your left and in front of you.

Student's name	Left	In front	Right



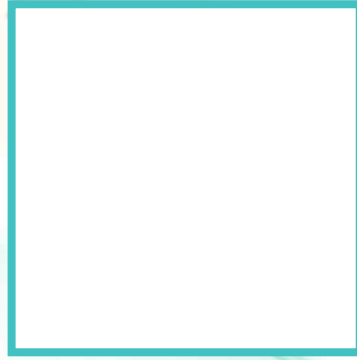
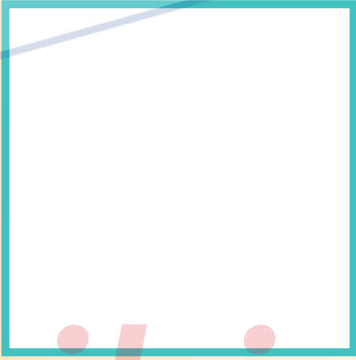
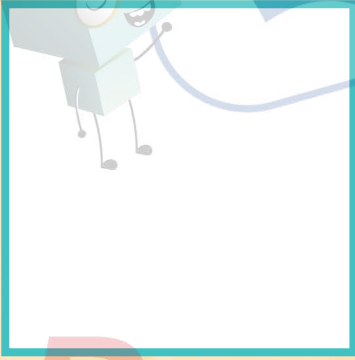
Closing



Learning practice



Bring 3 of your favorite objects from your house and share them in class, make sure to use the possessive pronouns and then draw a story in a situation where you use these objects.



Proyecta tu futuro

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Interculturality

Mexicans value interculturality in their society. They recognize the importance of understanding and respecting different cultures and traditions, and promote diversity and inclusiveness in their communities.

In everyday life, Mexicans often have intercultural exchanges and celebrate cultural events and holidays from various regions and countries.

They believe that to learn about other cultures enriches their own understanding of the world and makes their relationships with others stronger. Overall, interculturality is a fundamental aspect of Mexican culture and society, and is embraced as a positive and valuable experience.

In Mexico, many small towns in the mountains, valleys or forests are a vibrant example of interculturality. They are home to both indigenous people and those of other countries descent, who have lived together for generations.

The people of these towns coexist peacefully. They often come together for festivals and celebrations, where they share music, dance, and food.

As time passes, all people feel more at home in these towns and have friends from both cultures. They learn to speak some of the indigenous language and share their own customs with their neighbors.

The people of the town come to see that their differences are what make them unique and beautiful, and that by respecting each other's traditions, they can create a stronger and more vibrant community.



Comprehension questions.

1. What do Mexicans think about interculturality?
 - a) It is fun
 - b) they do not like it
 - c) they give value to it
 - d) it is bad t have differences
2. What does "enriches" mean in paragraph 3?
 - a) give money
 - b) to improve
 - c) to be good
 - d) receive riches
3. What makes Mexicans unique and beautiful?
 - a) our clothes
 - b) their differences
 - c) your language
 - d) their festivals

1st Learning unit assessment

The following questions are based on the contents of the first six progressions in this partial.

1. What does a doctor do?
 - a) He paints houses.
 - b) He helps cure people.
 - c) The doctor is good.
 - d) In a hospital.
2. Select the imperative sentence?
 - a) Give me the money.
 - b) Thank you very much.
 - c) That is very pretty.
 - d) I hear the music.
3. The conjugation in third person of the verb to be and to have is...
 - a) Am, is, are - have, has.
 - b) Am, is, are - has.
 - c) Are - have.
 - d) Is - has.
4. Which is the correct example?
 - a) This are nice.
 - b) Those am good.
 - c) These is big.
 - d) That is beautiful.
5. Choose the correct sentence.
 - a) There is a blue house.
 - b) There are a red house.
 - c) There am a big car.
 - d) There black cat.
6. Whose is that bicycle?
 - a) This bicycle is her.
 - b) These is theirs.
 - c) That bicycle is ours.
 - d) Those bicycle is my.