

Inglés 1. A1

To be or not to be,

that is the question

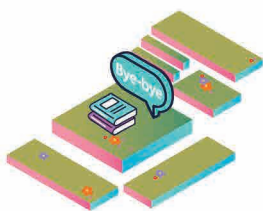
Propósitos formativos

Arnulfo Cancino Villicaña



“Proyecta tu futuro”





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Contacto: 771-655-6186

Correo electrónico:

informes@editorialplanea.com.mx

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Editor en jefe: Cosme Lorenzo Rodríguez

Autor: Arnulfo Cancino Villicaña

Correctora: Nasbbi Irazú Portes Loeza

Diseño: Nasbbi Irazú Portes Loeza

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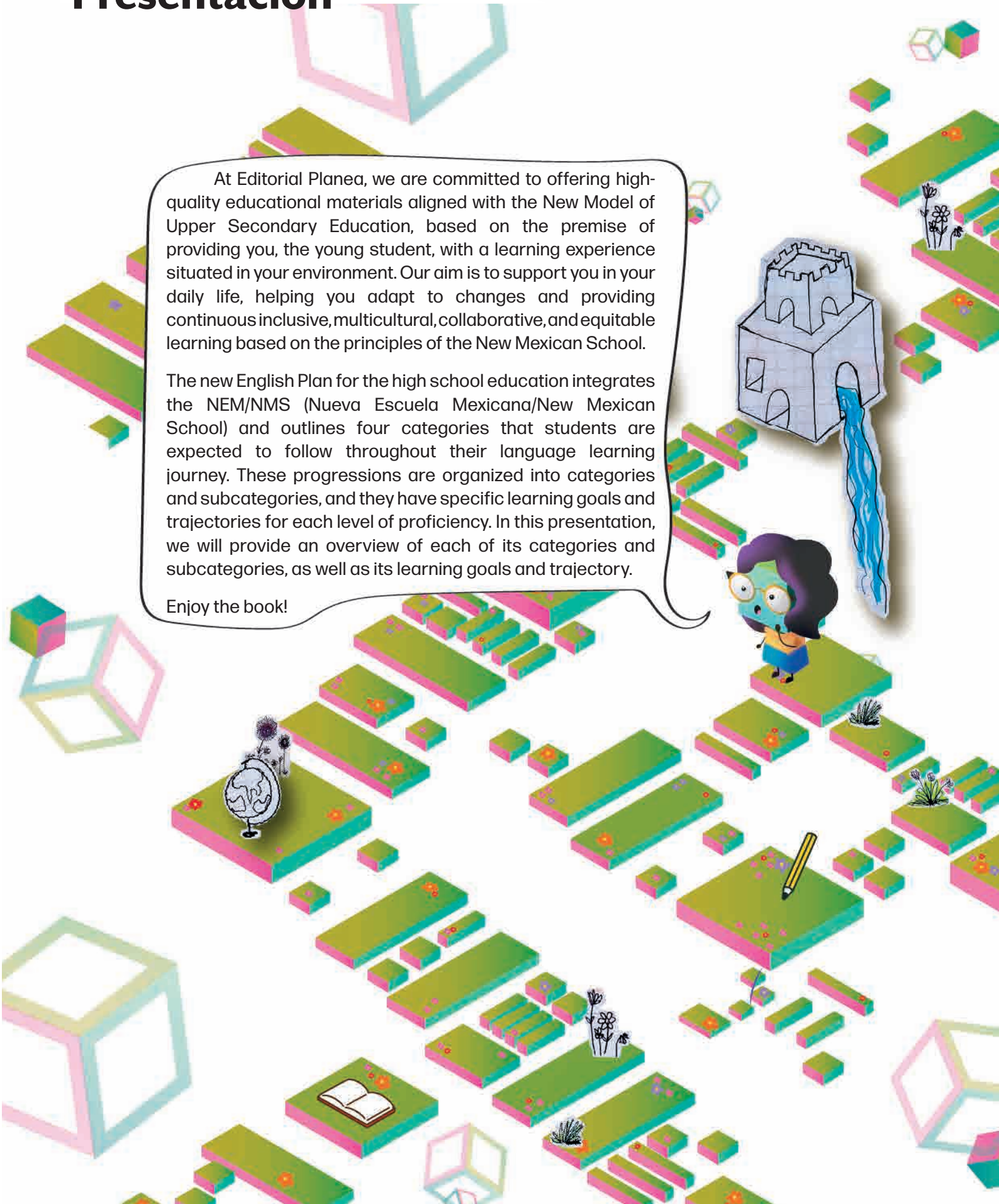


Presentación

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!



La Nueva Escuela Mexicana NEM

La Nueva Escuela Mexicana (NEM) parte de un diagnóstico donde la educación se entendía como tres ciclos sin conexión, la educación básica (preescolar, primaria y secundaria), la educación media superior y la educación superior, con base en este diagnóstico se construye una propuesta donde la educación debe ser entendida para toda la vida, bajo el concepto de aprender a aprender, la actualización continua, adaptación a los cambios y el aprendizaje permanente.

La NEM propone un plan de 23 años en los diferentes niveles educativos, los cuales estén interconectados entre sí, donde se potencialice la formación integral de las niñas, niños, adolescentes y jóvenes con el objetivo de promover el aprendizaje de excelencia, inclusivo, pluricultural, colaborativo y equitativo a lo largo de su formación.

Para alcanzar el bienestar y la prosperidad incluyente, la NEM se fundamenta en los siguientes principios:



Fomento de la identidad con México. El amor a la patria, el aprecio por su cultura, el conocimiento de su historia y el compromiso de los valores plasmados en la Constitución Política, son las acciones que forman este principio.

Responsabilidad ciudadana. El principio implica la aceptación de derechos y deberes personales y comunes, el respeto por los valores cívicos por parte de los estudiantes formados en la NEM es esencial para transmitir los valores de honestidad, respeto, justicia, solidaridad, reciprocidad, lealtad, libertad, equidad y gratitud.



Honestidad. Se destaca este valor dentro de la responsabilidad social de los estudiantes, el cual permite formar una sociedad con base en la confianza y el sustento de la verdad de todas las acciones para permitir una sana relación entre los ciudadanos.

Respeto de la dignidad humana. Promover el respeto irrestricto a la dignidad y los derechos humanos de las personas, con base en la convicción de la igualdad de todos los individuos en derechos, trato y oportunidades.





Respeto por la naturaleza y cuidado del medio ambiente. La conciencia ambiental favorece la protección y conservación del medio ambiente, la prevención de la contaminación y cambio climático comienza con la educación del desarrollo sostenible.

Promoción de la interculturalidad.

El aprecio y la comprensión por la diversidad cultural y lingüística, así como, el diálogo y el intercambio cultural es una fuerza motriz para tener una vida intelectual, afectiva, moral y espiritual.



Participación en la transformación de la sociedad.

La superación de cada persona por iniciativa propia es la base de este principio, el sentido social de la educación permite construir relaciones cercanas, solidarias y fraternas que superan las indiferencias y la apatía por transformar la sociedad.



Promoción de la cultura de la paz. El objetivo de la agenda 2030 que promueve "Paz, justicia e instituciones sólidas", tiene como fundamento promover sociedades pacíficas, inclusivas, que faciliten el desarrollo sostenible, el acceso a la justicia para todos y la construcción a todos los niveles de instituciones eficaces e inclusivas que rindan cuentas.



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 students' interest and motivation towards the topic that will be addressed.



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



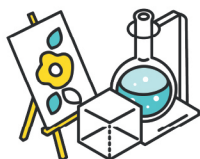
Development. The content is presented, and a clear and detailed explanation of key concepts is provided.

The sections also include:



Diagnostic evaluation. It is found at the book's beginning and helps identify strengths and weaknesses regarding the topics that will be addressed.

Saberes previos. This is the knowledge, experiences, and beliefs that serve as a foundation for building meaningful learning by connecting the new with the familiar.



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).



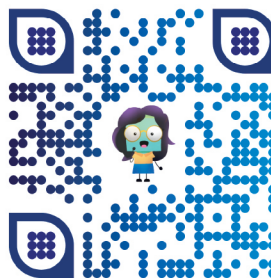
Educational purpose's evaluation. These are located in the upper right corner of the book, indicating the training purpose being addressed.

Evaluación formativa. Es el proceso continuo que permite recoger información sobre el aprendizaje de los estudiantes para retroalimentarlos y ajustar la enseñanza.



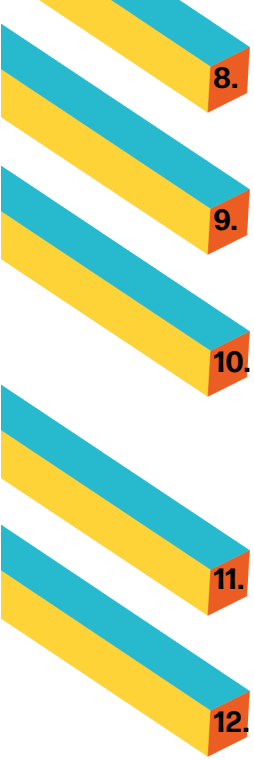
Classroom-School-Community Project (PAEC). Through these QR codes, you will be able to complete the activities of the progressions that

Master Iso. Every time you see Master Iso, he dynamically explains the progression by scanning the QR code.



Graduation profile

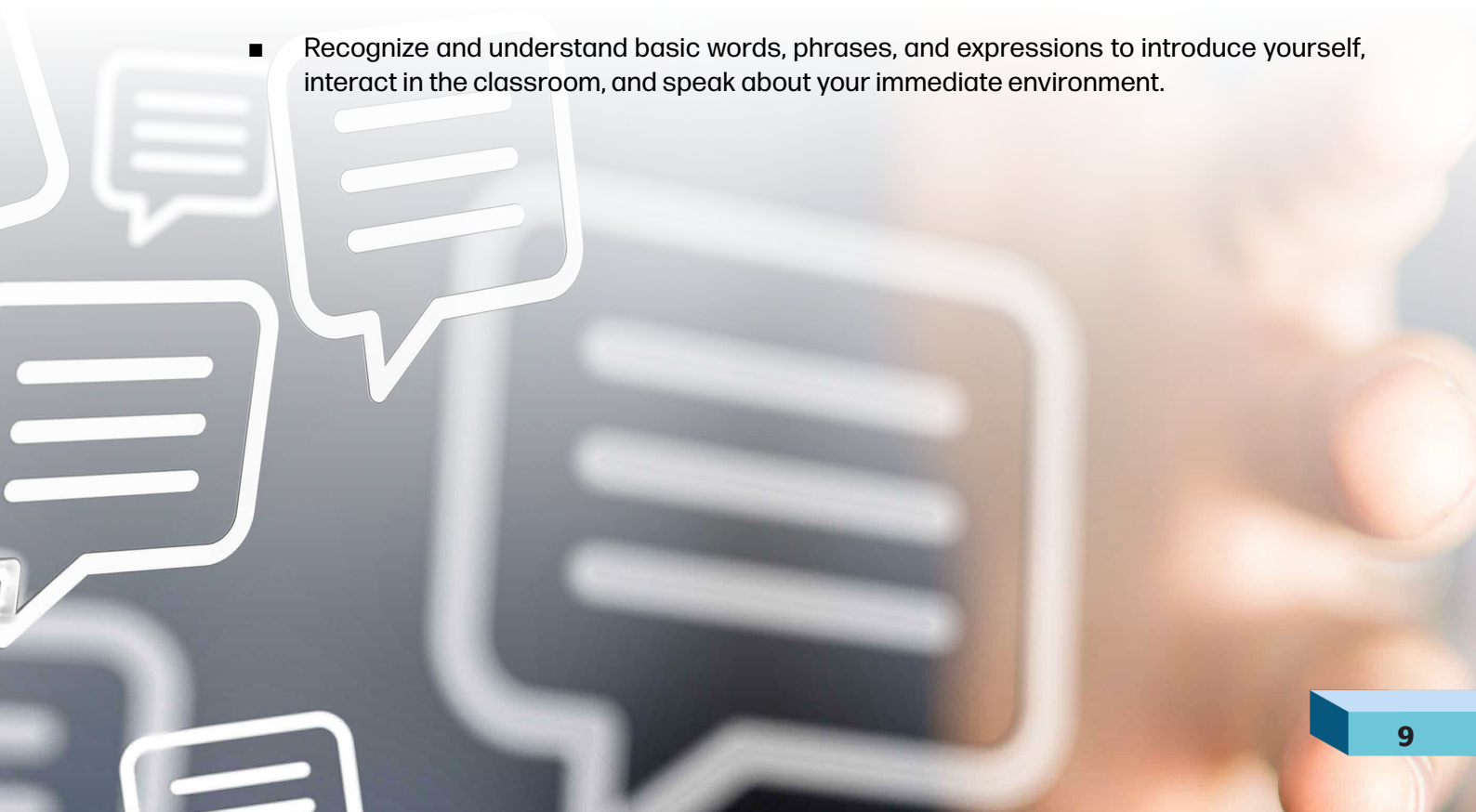
1. Recognize yourself as a historical and social subject, and as an agent of transformation through philosophical reflection, with a historical and social perspective, in order to identify processes that impact your context, social bonds, and responsibilities, and to adopt a critical attitude toward social and power structures.
2. Develop a philosophical disposition that allows you to question knowledge and your environment through reasoned dialogue from a humanistic perspective.
3. Exercise your right as a citizen to participate in the construction and development of alternatives that promote social justice, and intervene in solving historical and social issues that affect you personally, within your family, and in society. Engage in your community from an intercultural perspective, with a focus on human rights and gender equity, promoting respect for diversity and social justice.
4. Apply practices of inquiry, systematization, and scientific and philosophical reasoning to generate knowledge, protect the environment, and solve problems of daily life.
5. Understand the natural sciences as a collective construction that explains phenomena in the natural environment, in close relation to technological applications that pursue human well-being.
6. Exercise digital citizenship with a critical and informed stance regarding inequalities in access to and use of digital technologies among different social sectors.
7. Use digital tools critically to research, design, communicate, and collaborate in the development of content and projects, making effective use of the resources available in your environment.



8. Employ algorithmic and mathematical thinking and language to solve problems in your environment, recognizing the impact that technological tools have on your life, your community, and the environment, as well as for decision-making within academic and community contexts.
9. Apply mathematical reasoning processes, both intuitive and formal, to analyze, solve problems, and draw well-founded conclusions in various contexts: scientific, technological, social, humanistic, and everyday life.
10. Express your ideas, emotions, and perspectives correctly, clearly, and coherently, both orally and in writing, in order to explain and transform your reality. Value literature as a form of artistic, cultural, and social expression by exploring different artistic movements, genres, and subgenres, finding in diverse texts both the pleasure of reading and their social and cultural significance.
11. Consolidate your linguistic and communicative resources in English to interact, express ideas, narrate experiences, and collaborate in personal, academic, community, and professional contexts.
12. Take care of your health, emotions, and personal well-being through healthy eating, physical activity, and sports, and promote the construction of interpersonal relationships based on respect for differences and dignity. Exercise your sexuality freely and responsibly, engaging in healthy and egalitarian affective-sexual relationships, and develop aesthetic and ethical sensitivity through the enjoyment of art.

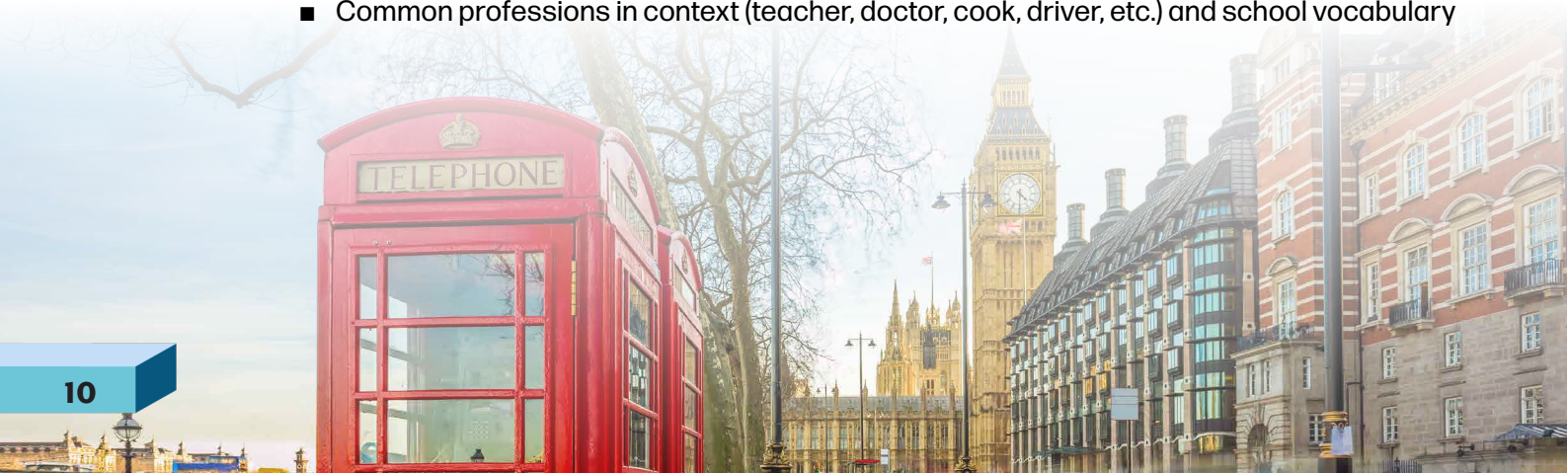
Educational Goal:

- Recognize and understand basic words, phrases, and expressions to introduce yourself, interact in the classroom, and speak about your immediate environment.



Educational purposes

1. Presents oneself and introduces others in different social and cultural contexts (greet and shares basic information with respect and inclusion).
 - Verb to be (affirmative form)
 - Personal pronouns
 - Nouns: common and proper; singular and plural
 - Personal information (name, age, nationality)
 - Cardinal and ordinal numbers
 - Formal and informal greetings
2. Follows instructions and participates in basic classroom interactions (asks for permission, clarifies doubts, and responds to instructions).
 - Imperatives (affirmative and negative forms)
 - Common classroom instructions and materials
 - Frequent verbs for school activities (open, close, read, listen)
 - Useful expressions for classroom interaction (How do you say... in English?; May I go to the bathroom?; Can you repeat that, please?)
3. Identifies and describes everyday objects and spaces at home or school (recognizes characteristics such as shape, color, and size).
 - Common adjectives
 - Demonstratives (this, that, these, those)
 - Definite and indefinite articles (the, a, an)
 - Classroom and household objects
 - Furniture
 - Colors and sizes
4. Requests and provides basic personal information in school and community contexts (name, age, nationality, phone number, address, email).
 - Verb to be (interrogative and negative forms)
 - Closed questions (yes/no)
 - Possessive adjectives (my, your, his, etc.)
 - Phone numbers and addresses
 - Alphabet and basic spelling (to clarify name and surname, and to provide email address)
 - Common professions in context (teacher, doctor, cook, driver, etc.) and school vocabulary



- 
5. Asks simple questions to obtain general information (location, schedules).
 - Open questions with wh- (what, where, when, who, how)
 - Verb to be (review of interrogative form)
 - Word order in questions
 - Prepositions of time (in, on, at)
 - Years, days, and months
 - Hours and times of day
 - Community places
 - School subjects

 6. Describes people, clothing, and weather in everyday contexts, respecting diversity (identification and location in the environment).
 - There is/are
 - Prepositions of place (in, on, under)
 - Physical characteristics (tall, short, etc.)
 - Places in the community (park, school, hospital, etc.)
 - Rooms in the house
 - Everyday objects

 7. Expresses likes and simple opinions in everyday situations (talks about preferences and reasons in an empathetic way).
 - Review of open questions with wh- (what, where, when, who, how, why)
 - Use of favorite in simple sentences and prefer (My favorite color is blue; I prefer coffee.)
 - Verb + -ing (gerund)
 - Basic intensifiers (very)
 - Adjectives (big/small, hot/cold)
 - Common activities and events (party, study, etc.)
 - Hobbies
 - Conjunctions: because, and, so (to answer and give reasons)

 8. Expresses possession clearly and respectfully (asks and answers about ownership using the genitive and possessive pronouns).
 - Possessive pronouns (mine, yours, his, hers)
 - Saxon genitive ('s) with singular proper names (It's María's)
 - Questions with whose (Whose pencil is this?)
 - Personal and school objects
 - Colors and materials
 - Simple sentences to indicate possession (It's Ana's; It's mine)

Content

Educational purpose 1. Introducing self and others.

Verb to be
Personal pronouns
Nouns
Personal information
Cardinal and ordinal numbers
Formal and informal greetings

Educational purpose 2. Classroom language: commands and permission.

Imperatives
Common classroom instructions and materials
Frequent verbs for school activities
Useful expressions for classroom interaction

Educational purpose 3. Everyday objects.

Common adjectives
Demonstratives (this, that, these, those)
Definite and indefinite articles (the, a, an)
Classroom and household objects
Furniture
Colors and sizes

Educational purpose 4. Basic personal information.

Verb to be (interrogative and negative forms)
Closed questions (yes/no)
Possessive adjectives (my, your, his, etc.)
Phone numbers and addresses
Alphabet and basic spelling
Common professions in context

Educational purpose 5. General information and daily routines.

Open questions with wh- (what, where, when, who, how)
Verb to be (review of interrogative form)
Word order in questions
Prepositions of time (in, on, at)
Years, days, and months
Hours and times of day
Community places
School subjects

Educational purpose 6. Description of people, attire, and weather.

There is/are
Prepositions of place (in, on, under)
Physical characteristics (tall, short, etc.)
Places in the community (park, school, hospital, etc.)
Rooms in the house
Everyday objects

Educational purpose 7. Expressing likes and opinions in everyday situations.

Review of open questions with wh- (what, where, when, who, how, why)
Use of favorite in simple sentences and prefer (My favorite color is blue; I prefer coffee.)
Verb + -ing (gerund)
Basic intensifiers (very)
Adjectives (big/small, hot/cold)
Common activities and events (party, study, etc.)
Hobbies
Conjunctions: because, and, so (to answer and give reasons)

Educational purpose 8. Expressing possession clearly and respectfully.

Possessive pronouns (mine, yours, his, hers)
Saxon genitive ('s) with singular proper names (It's María's)
Questions with whose (Whose pencil is this?)
Personal and school objects
Colors and materials
Simple sentences to indicate possession (It's Ana's; It's mine)

Bibliography.....



Diagnostic evaluation

9. Translate each sentence.

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

b) Are there swimming pools in Morelia?

c) There is a public university in Hidalgo.

d) Is there a lake in Morelia?

10. Answer the questions with complete sentences.

a) Does the teacher play soccer?

b) Write the days of the week and months (in order)

c) When were you born?

d) Does your mother work every day?

e) Where do you live?

11. Write the numbers with letters.

Example: 25: twenty-five

a) \$ 622, 788.00

b) 345 Beans

c) 5, 951, 505 fingers

Diagnostic evaluation

12. Write 5 irregular verbs and 5 regular verbs.

Irregular verbs	Regular verbs

13. Match to form logical ideas.

- a) What time do you get up? _____ 1. at 9 am every day.
- b) She plays tennis _____ 2. in December.
- c) My mother starts work _____ 3. at 6:30 am
- d) I visit Mexico City _____ 4. his name is Miguel
- e) What is your father's name? _____ 5. in July.
- f) When do you celebrate Christmas? _____ 6. at 4 pm Tuesday

14. Select the countable (C) and non-countable (N) nouns.

- a) Suggar _____
- b) Money _____
- c) Pizza _____
- d) Candy _____
- e) Butter _____
- f) Animals _____

15. Use the correct word to complete the sentences

much a lot a few a little many some

- a) There are too _____ people here.
- b) How _____ water do we need?
- c) I have _____ fun with you.
- d) Lets buy _____ comic books.
- e) Can I have _____ pepper, please?
- f) I have _____ friends in this town

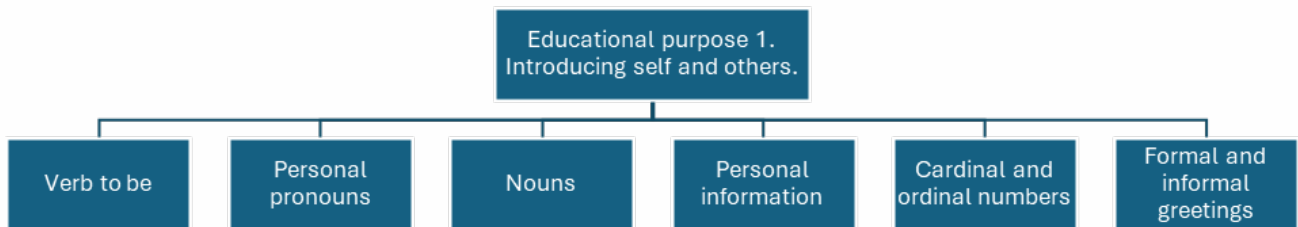


Educational purpose 1 **Introducing self and others**

The educational purpose 1 is:

- Presents oneself and introduces others in different social and cultural contexts (greet and shares basic information with respect and inclusion).

The specific topic in this purpose can be observed in the following diagram:

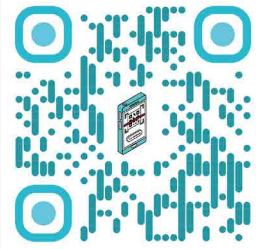




Previous knowledge

WarmUp

Practice the alphabet and repeat it 3 times.



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

I 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

Take turns to introduce yourselves to the class. You can talk about your name, the school you went to before, if you have brothers or sisters, your favorite subject, or anything else you want to share.



Introducing self and others



Opening



Reading

Simple conversations, select the correct word as you listen.

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.

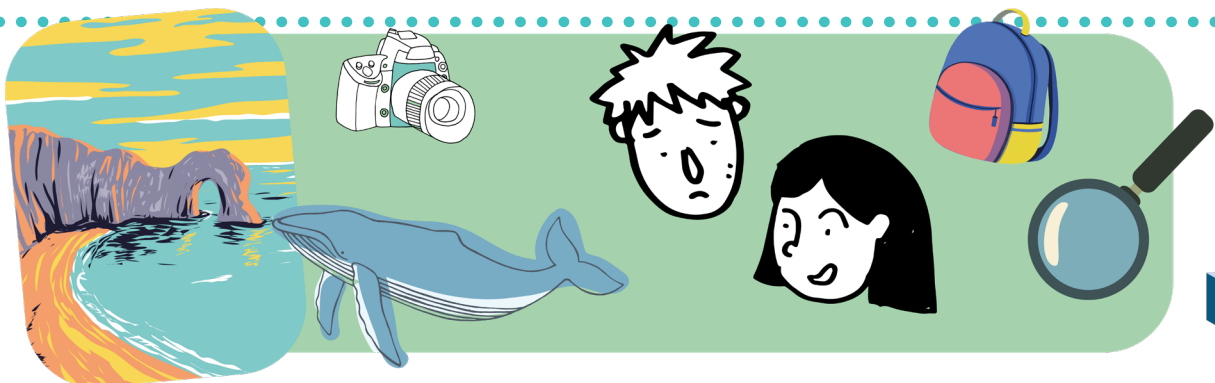
Trisha: What clothes does she _____ ?

Page: She uses _____ clothes.



Writing

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





There are many professions and occupations that people can have.

- | | | | | | | |
|-----------------|-----------|---------|------------|-----------|---------|--------------|
| 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 to the track then match the sentences and repeat.

- | | | |
|---------------------------|-----|--|
| 1. I am a teacher. | () | There are two engineers in our department. |
| 2. He is a doctor. | () | There are eight firefighters in their station. |
| 3. She is a musician. | () | There are five teachers at my school. |
| 4. They are firefighters. | () | There are three doctors in his office. |
| 5. We are engineers. | () | She has four students who take music lessons from her. |



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 #.





Development

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.

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.

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, 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.

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

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

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

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

1. My favorite color ____ blue.
2. He ____ a doctor.
3. We ____ excited for the party.
4. They ____ from Germany.
5. You and I ____ good friends.



Example 1



Example 2

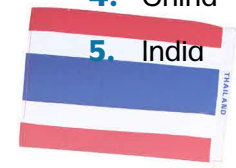


When we talk about nationalities, we use adjectives to describe people and things related to a particular country.

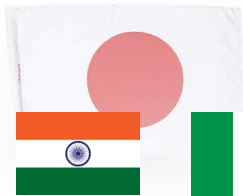
Example, someone from Mexico is Mexican, and someone from Spain is Spanish.

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



()



()



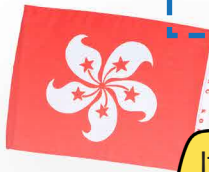
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Flag 1

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.



Vocabulary

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

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

Malala Yousafzai



Martin Luther King

Aurora



Joaquin Phoenix

Emmeline Pankhurst



David Lynch

Cardinal and ordinal numbers

Fill the table with the numbers. Follow the example.

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

Now fill the following table, look for the ordinal numbers, follow the example.

Cardinal	Ordinal	Cardinal	Ordinal	Cardinal	Ordinal
One	First	Six		Eleven	
Two		Seven		Twelve	
Three		Eight		Twenty	
Four		Nine		Thirty	
Five		Ten		Forty	

In the Lacandon jungle, a jaguar walks freely, looking for its next meal. As it approaches a small stream, it sees a family of tapirs eating peacefully.

Without making a sound, the jaguar waits for the right moment to pounce upon them, suddenly it makes its move but makes noise and the tapirs run away, just at the right moment to escape the jaguar's sharp and giant claws.

Meanwhile, a group of noisy howling 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 look at the jaguar.

And so, life goes on in the Lacandon jungle, with each animal in their daily routine, adapting to their environment and trying to survive for another bright and beautiful day in the vast vegetation.

Listening

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

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

Closing

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



Educational purpose evaluation

1. Complete with **am / is / are / have / has**.

- a) I _____ a student.
- b) She _____ two brothers.
- c) We _____ happy today.
- d) They _____ a big house.
- e) He _____ from Japan.
- f) You _____ three pencils.

2. Find and correct the errors in the sentences.

- a) She have a dog. _____
- b) They is friends. _____
- c) I has a new bike. _____
- d) We is hungry. _____
- e) He have a car. _____

3. Write the numbers in words.

- a) 12 _____
- b) 45 _____
- c) 7 _____
- d) 30 _____
- e) 99 _____
- f) 346 _____
- g) 2028 _____
- h) 1978 _____

4. Complete the table with the country, nationality or language.

Country	Nationality	Language	Country	Nationality	Language
Mexico				American	
	Japanese		Brasil		
	Italian		Greek		
Spain				Egyptian	
	Canadian				Chinese



Educational purpose evaluation

5. Read and answer the questions

My Friend Ana

Ana is my best friend. She is 10 years old. She is from Colombia. Ana has a big family. She has two sisters and one brother. She is very funny and smart. We are in the same class, and we have fun every day.

- a) How old is Ana? _____
- b) Where is she from? _____
- c) How many siblings does she have? _____
- d) Are Ana and the writer in the same class? _____
- e) Do they have fun every day? _____

6. Write 4-5 sentences using both verb to be and verb have.

You can include:

Your name and age

Where you are from

What you have (family, pets, school items)

Example: My name is Lucas. I am 11 years old. I am from Argentina. I have one sister and a dog. My school is big and fun.

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



Cross-cutting practice



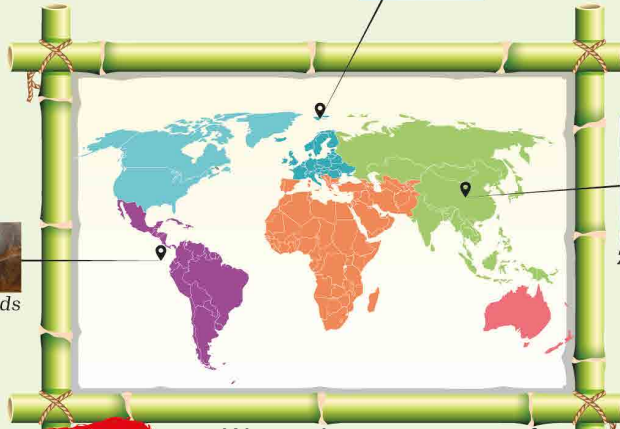
DO A GOOD DEED FOR YOUR CITY

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

Animal reserve & country



Svalbard Global Seed Vault



Galapagos Islands



Zhangjiajie National Forest Park



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

MY PROJECT:

HUMANITY FOR ANIMALS
ADOPTION DRIVE

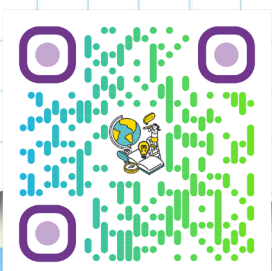
DONT SHOP, ADOPT. HELP SAVE A LIFE.
Brentwood grounds Wellington Island
6-7 & 8 April, 4pm-11pm

HELP US TO FIGHT
ANIMAL ABUSE

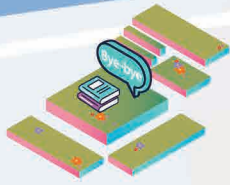


APR. 8TH
There's no place like home.
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Paec



Inglés 1. A1

To be or not to be, that is the question



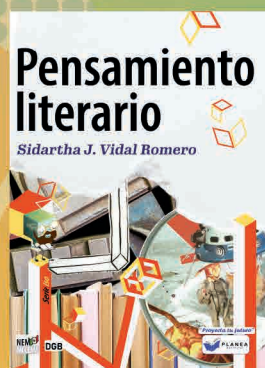
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The **Inglés 1** textbook is developed under the Principles of the New Mexican School, based on the New Educational Model of Upper Secondary Education and the curriculum for formative purposes. This textbook proposes the following learning goal:

- Recognizes and understands basic words, phrases, and expressions to introduce themselves, interact in the classroom, and talk about their immediate surroundings.

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