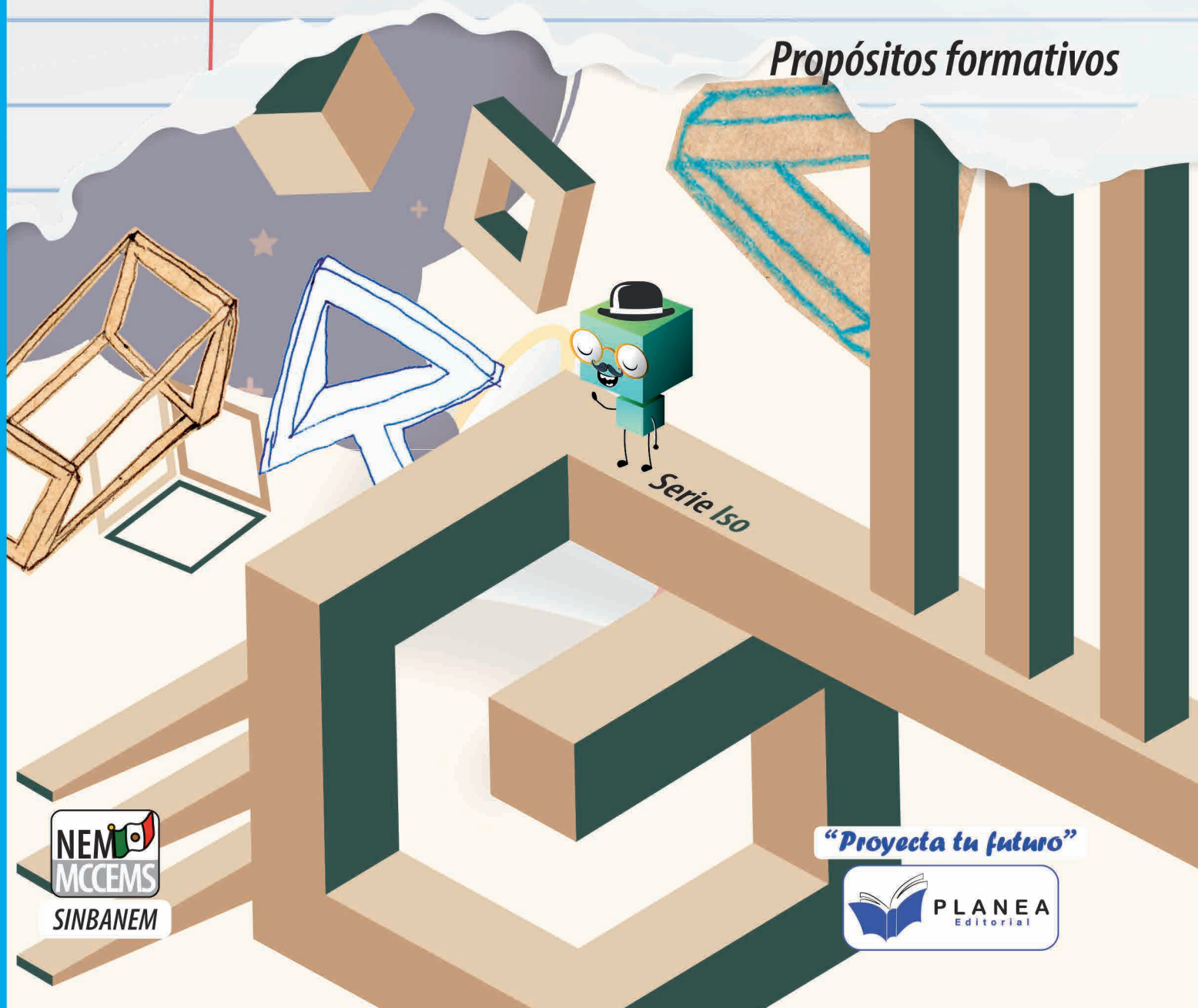


Inglés 2 (A1+)

There are a few of my favorite things

Arnulfo Cancino Villicaña

Propósitos formativos



Serie Iso



"Proyecta tu futuro"





Inglés 2 (A1+)

There are a few of my favorite things

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Presentation

At Editorial Planea, we are committed to offering high-quality educational materials aligned with the New Educational Model for Upper-Secondary Education. This model is based on the premise of fostering in you, young student, learning that is grounded in your environment, supports you in your daily life, helps you adapt to change, and provides constant, inclusive, multicultural, collaborative, and equitable learning, in accordance with the principles of the New Mexican School.

This book is fully aligned with the study program based on formative purposes and content for the course English 2 (A1+) These are a few of my favorite things. It offers the opportunity to participate in simple interactions where the interlocutor speaks clearly, repeats or reformulates their statements slowly, and collaborates by asking or answering basic questions on familiar topics or situations of immediate need.

The structure of this proposal is based on the reformulation of the MCCEMS, emphasizing a diagnostic assessment at the beginning of the book in order to determine the cognitive level and skill development in the subject.

Each formative goal is addressed through the recovery of prior knowledge, a didactic sequence organized in the stages of introduction, development, and closure, and concludes with formative assessment.

This book is designed for you, so that you may exchange basic information about your daily life and surroundings. It supports your participation in short, comprehensible interactions involving social routines, preferences, simple descriptions, and basic needs in school and community contexts.



New Mexican School



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.

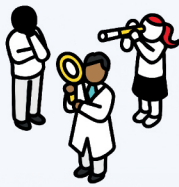
Respect for human dignity. Promoting the unrestricted respect for the dignity and human rights, based on the conviction of the opportunities, rights, and equal rights of all individuals.





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.

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.



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.



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.



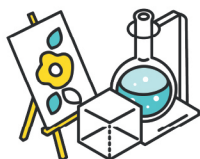
Development. The content is presented, and a clear and detailed explanation of key concepts is provided.

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).



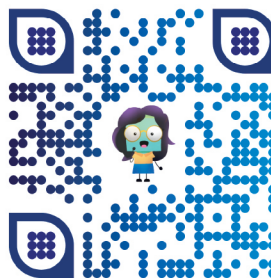
Educational purpose's evaluation. These are located in the upper right corner of the book, indicating the training purpose being addressed.

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. Develops a reflective attitude that enables them to understand, question, and argue about situations that affect their community, regional, and global environment, through dialogue and from a humanistic and scientific perspective.
2. Recognizes their historical and social condition in order to take part in shaping and transforming the political structures that organize the society in which they live.
3. Engages in the pursuit of human well-being and environmental care by ethically understanding sciences, humanities, and technologies as collective constructions aimed at explaining the phenomena of their surroundings.
4. Understands, defends, and exercises their right as a citizen to participate in the creation and development of alternatives that promote social justice, from an intercultural, human rights, and gender equality perspective.
5. Exercises their digital citizenship through an ethical stance on the relevance of the development, distribution, and use of digital technologies.
6. Takes care of their health holistically through healthy eating, physical activity, and the construction of responsible intersubjective relationships based on respect for differences, dignity, substantive equality, and human rights.
7. Uses oral and written tools for the clear and coherent expression of their ideas and emotions.
8. Applies theories, methodologies, and algorithmic thinking from different areas of knowledge to understand, intervene in, and solve problems in their daily life.
9. Recognizes, appreciates, and embraces the aesthetic value of cultural heritage, as well as the different artistic expressions of their context.

Educational Goal:

- Exchanges basic information about their daily life and surroundings. Participates in brief and understandable interactions that involve social routines, preferences, simple descriptions, and basic needs, in school and community contexts.

Educational purposes

1. Describes daily routines and everyday activities at home, school, or in the community (recognizes frequent actions and organizes them in time).
 - Simple Present (affirmative form)
 - Frequency adverbs (always, usually, sometimes, never)
 - Common verbs in the third person (he/she)
 - Daily routines
 - School and household activities
 - Time expressions and schedules
2. Talks about what other people do in their free time and when they do it (relates activities to moments of the day or week).
 - Simple Present (negative form)
 - Questions with do/does
 - Short answers
 - Hobbies and leisure activities
 - Review of days of the week
 - Times of the day (in the morning, at night)
3. Expresses abilities and asks for or gives permission in everyday situations (recognizes what can or cannot be done).
 - Can / Can't (ability and permission)
 - Questions and answers with can
 - Common abilities (play the guitar, swim, cook)
 - Classroom and home rules
 - School activities and rules
4. Describes people, clothing, and weather while respecting diversity and cultural context (uses language to observe without judging).
 - Verb to be (review)
 - Have/has
 - Possessive adjectives (his, her, their)
 - Present continuous for descriptions
 - Physical characteristics and clothing
 - Weather and seasons
 - Adjectives related to weather and clothing

- 
5. Compares people, places, and objects in familiar contexts (uses adjectives to respectfully express differences).
 - Comparatives (bigger than, more interesting than)
 - One- and two-syllable adjectives
 - People, places, and objects
 - Preferences and choices
 6. Asks for and gives directions in the community (gives and follows references to locate places).
 - Imperatives (go straight, turn left)
 - There is/are (review)
 - Prepositions of movement (into, across, next to)
 - Places in the city
 - Means of transportation
 - Location and direction instructions
 7. Participates in everyday exchanges about personal or community needs (expresses wishes, chooses, and shows empathy).
 - Would like + noun/infinitive (I'd like a coffee; I'd like to go to the park.)
 - How much / How many
 - Countable and uncountable nouns
 - Food and drinks
 - Prices and quantities
 8. Consolidates key learning in school and community contexts (reviews structures and vocabulary through guided and integrative activities).
 - Simple Present (general review: singular vs. plural, first and third person)
 - Complementary vocabulary
 - Cardinal numbers (up to hundreds or thousands)
 - Ordinal numbers (1st, 2nd, 3rd...)
 - Spelling names and common words

Content

Educational purpose 1. Routines and daily activities

- Present simple (affirmative)
- Frequency adverbs
- Verbs in third person
- Daily routine
- Time expressions

Educational purpose 2. Hobbies

- Present simple (negative)
- Questions with Do/Does
- Short questions
- Hobbies
- Moments in the day

Educational purpose 3. Abilities and permissions

- Can/Can't
- Questions with Can
- Habilities
- Rules and orders

Educational purpose 4. People, objects and places' descriptions

- Verb to be (interrogative and negative forms)
- Have/Has
- Possessive adjectives
- Present continuous
- Adjectives
- Weather and seasons



Educational purpose 5. Comparisons

Comparatives

Preferences and elections

Educational purpose 6. Orientation and ubication in the community

Imperatives

There is / There are

Movement prepositions

Places in the city

Transportation

Location indications

Educational purpose 7. Necessities and wishes

Would like

How much / How many

Countable and uncountable nouns

Food

Prices and quantities

Educational purpose 8. Consolidation

Present simple

Cardinal numbers

Ordinal numbers

Spelling



*Daily
Routine*

Diagnostic evaluation

Complete the sentences with present simple.

1. She _____ (study) English every afternoon.
2. They _____ (not/watch) TV at night.
3. My father _____ (work) in a hospital.
4. We _____ (not/play) soccer on Mondays.
5. He _____ (like) coffee but he _____ (not/like) tea.

Circle the correct adverb of frequency to complete the sentence.

1. I (**always** / sometimes / never) go to the gym, I am super strong.
2. She is (usually / every / before) late to class.
3. My brother (twice / usually / never) eats vegetables, he hates them.
4. I brush my teeth (twice / usually / never) a day.
5. He is (always / rarely / often) happy on Mondays, because he goes to the park.

Write 4 of your daily activities.

Write 3 sentences about what you can do and 3 about what you can't do

Complete the descriptions with your classmates

1. She has _____ hair and _____ eyes.
2. He is _____ (tall / short / thin / strong).
3. They are wearing _____.
4. I'm wearing _____ today.
5. My best friend has _____ hair.

Complete with the correct comparative form.

1. A bike is _____ (cheap) than a car.
2. English is _____ (easy) than math.
3. My house is _____ (big) than my friend's.
4. Cats are _____ (independent) than dogs.

Diagnostic evaluation

Describe your classroom using 'there is/are' and prepositions.

Write 3 sentences giving directions to the library, the supermarket and the bus.

Complete with the correct quantifiers.

1. How _____ apples are there? (much / many)
2. There is _____ milk in the fridge.
3. I don't have _____ money.
4. We need _____ bread and _____ eggs.
5. There are _____ students in the classroom.

Write 6 countable nouns and 6 uncountable nouns in the table.

Countable	Uncountable

Write with letter the following numbers.

1. 1.50 = _____
2. 100 = _____
3. 1st = _____
4. 2nd = _____
5. 3rd = _____

Answer the following questions

1. Spell this number: 45 _____
2. What's the date today? _____
3. Spell your first name. _____
4. What is the ordinal number of July (month 7)? _____
5. Write three common English words you know. _____



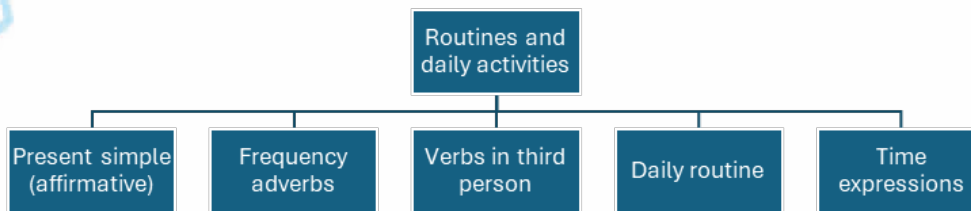
Educational purpose **1**
Routines and
daily activities

Daily routines allow us to organize frequent actions and give them meaning within time. In this unit, the use of the simple present tense in its affirmative form, frequency adverbs, and third-person verbs is studied. Time expressions and schedules are also practiced to describe activities at school, at home, and in the community. This strengthens the ability to clearly and coherently express habitual actions.

Formative Purpose 1 is defined as:

- Describes daily routines and everyday activities at home, school, or in the community (recognizes frequent actions and organizes them in time).

The formative content addressed in this purpose is presented in the following diagram:





Previous knowledge

Complete the sentences with the correct verb form.

1. I _____ (wake up) at 6:30.
2. She _____ (study) English every day.
3. We _____ (have) breakfast at home.
4. My father _____ (work) in an office.
5. They _____ (play) soccer on weekends.

Circle the correct option.

1. I **always** / **never** eat breakfast.
2. She **usually** / **rarely** goes to school by bus.
3. We **sometimes** / **always** do homework at night.
4. My brother **never** / **often** watches TV in the morning.
5. They **rarely** / **always** play video games on weekdays.

Rewrite to talk about he/she.

Example: I eat breakfast → She eats breakfast

6. I go to school: _____
7. I watch TV: _____
8. I read books: _____
9. I drink milk: _____
10. I walk to school: _____

Write the correct order for the routine.

- a) a. take a shower
- b) b. do homework
- c) c. go to bed
- d) d. eat breakfast
- e) e. brush my teeth

1. _____ before sleeping.
2. _____ after getting up.
3. _____ at night.
4. _____ in the evening.
5. _____ in the morning.



Listening

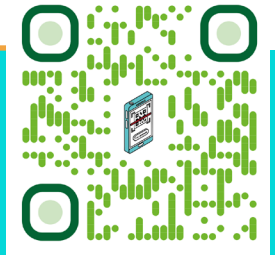
Listen and circle the frequency adverbs.

In our daily lives, we do various activities with different frequencies, like these three friends.

Samara is a health enthusiast. She always starts her day with a healthy breakfast. Samara usually goes to the gym three times a week to stay fit. She often prepares balanced meals at home, with fresh ingredients. Samara sometimes has dessert, but she's always keeps a healthy diet.

Mario is a nature lover who enjoys time outdoors. He rarely misses an opportunity to go for a bike ride. Being surrounded by nature gives him a sense of peace and tranquility. Mario seldom watches television. He never forgets to take his camera to capture the beauty of landscapes and wildlife. Exploring the great outdoors brings joy and happiness to Mario's life.

Emmet is a social person who loves to connect with people. He often meets with friends for coffee or dinner. Emmet enjoys social events, such as parties and concerts. He sometimes tries new hobbies and activities. Emmet is always there to help his friends and family. Building connections and creating experiences are vital aspects of his life.



PF1



Development

Grammar

In the affirmative sentences, we use the base form of the verb (e.g., play, read, eat) for all subjects.

Remember, the third-person singular (he/she/it) form of the verb usually adds an "s" or "es" at the end.

Subject	Affirmative
I	I play tennis.
You	You read books.
He/She/it	He/She/It eats an apple.
We	We go to the park.
They	They watch movies.



Writing

Put the sentences in the correct order.

- love I books to read. _____
- every night eat dinner They together. _____
- three languages speaks He. _____
- school choir She in sings the. _____

Present Simple + Third Person Singular: With most verbs, simply add '-s'. For example: "She works in an office."

- However, you should add '-es' to the following kinds of verbs:

He She It	wa <u>tch</u> es TV. tea <u>ch</u> es English.	• verbs ending in ' -tch ' or ' -ch '
	wa <u>sh</u> es his/her/its clothes.	• verbs ending in ' -sh '
	mi <u>ss</u> es his/her/its friend.	• verbs ending in ' -ss '
	go <u>e</u> s to school. do <u>e</u> s exercise.	• verbs ending in ' -o '
	fi <u>x</u> es broken bicycles.	• verbs ending in ' -x '
	stud <u>i</u> es English.	• verbs ending in a consonant + ' -y ' change to ' i ' before adding ' -es '
	pl <u>a</u> ys tennis.	• Note that verbs ending in a vowel + ' -y ' just add ' -s ' (vowels: a, e, i, o, u)

According to the rules of the present simple, complete the following text.

Hi! My name is Ana. I _____ (wake up) at 6:30 every morning. I _____ (take) a shower and then I _____ (have) breakfast with my family. My brother usually _____ (drink) coffee, but I (prefer) juice. After breakfast, I _____ (go) to school. My best friend _____ (meet) me at the bus stop, and we _____ (talk) on the way.

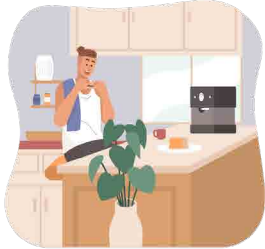
Our classes _____ (start) at 8:00 a.m. and _____ (finish) at 1:00 p.m. In the afternoon, I (do) my homework and sometimes _____ (watch) TV. My parents _____ (work) until 6:00, so we _____ (have) dinner together in the evening. I usually _____ (go) to bed at 10:00 p.m., but my brother _____ (not/sleep) early. He _____ (play) video games and (listen) to music until midnight!

On weekends, we _____ (visit) our grandparents or _____ (go) to the park. It's always fun!



Writing

Put the name of the activity in the line.



Reading

Underline all the time expressions that you can find.

Maria always wakes up at 6 a.m. She usually drinks a cup of coffee and reads the news in the morning. On Mondays, Wednesdays, and Fridays, she goes for a run in the park. She sometimes meets her friends for breakfast on weekends.

Maria works from Monday to Friday. She hardly ever eats fast food during workdays because she prefers healthy meals. At night, she reads a book or watches her favorite TV series.

On Sundays, Maria visits her grandmother. She rarely misses these visits because family is very important to her. Maria regularly practices yoga in the evening, and she occasionally goes to a dance class.

No matter the day, Maria never forgets to smile and enjoys every moment of her life.



Listening

Listen carefully and underline the verbs in present simple.

Missy's daily school routine

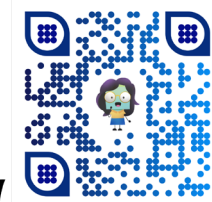
I wake up at 6:00 AM every morning. I wash my face and put on my uniform. I have breakfast at 6:20 AM. Then I brush my teeth. I leave for school at 6:45:00 AM. Classes start at 7:00 AM. I have English class first. After English, I have Math class. At 9:30 AM, we have a short break. After the break, I have Social Science class. Lunchtime is at 11:30 PM. After lunch, I have Chemistry class. In the afternoon, I have Physical Education (PE). School ends at 2:00 PM.



Closing



Learning practice



¡Escanéame!



Speaking

Talk about your daily routine with your classmates. Take turns of 2 minutes and change.





Educational purpose evaluation

Complete with present simple

1. Maria _____ (wake) up at 6 a.m. every day.
2. He _____ (drink) coffee in the morning.
3. My father _____ (work) from Monday to Friday.
4. She _____ (go) to the gym twice a week.
5. Tom _____ (read) books before sleeping.

Complete with *always, usually, often, sometimes, rarely, never*.

1. I _____ eat breakfast at 7 a.m.
2. She _____ goes to the cinema on weekends.
3. He _____ forgets his homework.
4. We _____ watch TV in the evening.
5. They _____ play football on Fridays.

Answer the following questions with your own true.

1. What time do you wake up? _____
2. Do you usually eat breakfast at home? _____
3. How often do you go to school? _____
4. What does your father/mother do in the evening? _____
5. Do you ever play sports? _____

Order the following sentences.

1. goes to school / wakes up / has breakfast / does homework / goes to bed

2. brushes teeth / wakes up / takes a shower / eats breakfast / leaves for school

3. reads a book / does homework / has lunch / plays video games / goes to bed

4. goes to the gym / eats lunch / wakes up / takes a shower / eats dinner

5. cooks dinner / watches TV / cleans the house / wakes up / eats breakfast



What plants were here before I was

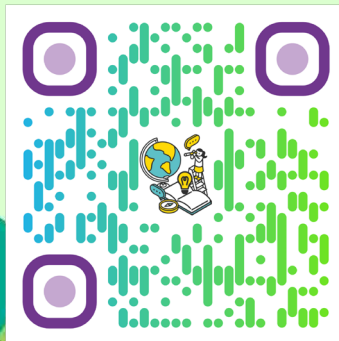
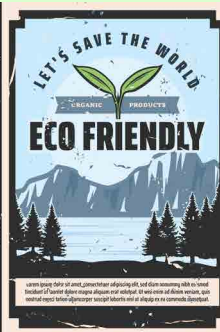
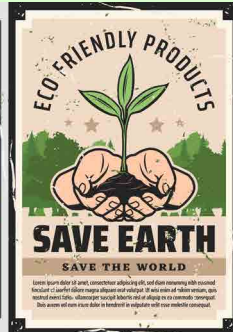
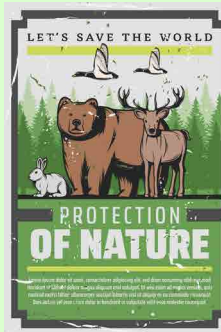
Research the internet and look for flowers, fruits or plants that were here before we were born, then draw it.

Talk about the places where they can be found and write about a school project for growing some of these plants

Flower

Fruit

Plant



Inglés 2 (A1+)

There are a few of my favorite things

Planea Publishing has as its mission the creation of high-quality educational materials with content designed to positively impact student development, fostering their knowledge, skills, and attitudes. Our goal is to transform students into young individuals capable of understanding and influencing their environment, learning autonomously throughout their lives, being aware of their problem-solving abilities, accepting challenges that help them achieve their goals, and being sensitive to art and its expressions. Additionally, we aim to encourage civic participation that strengthens their ethical and civic consciousness, promoting respect for interculturality, diversity of beliefs, values, and ideas, while cultivating critical thinking that contributes to the sustainable development of their community.

The book of **Inglés 2. These are a few of my favorite things**, is developed based on the Principles of the New Mexican School, with the guiding framework of the New Educational Model for Upper Secondary Education and the curriculum organized by formative purposes. The learning objective proposed is as follows:

- Exchange basic information about their daily life and environment. Participate in brief, comprehensible interactions involving social routines, personal preferences, simple descriptions, and basic needs in school and community contexts.

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