

Intercultural
ENGLISH Communication

purposes

Workbook 2

These Are a Few of My Favorite Things

English II

(A1+)



Dalia Mendoza Herrera



MEDIA SUPERIOR



SPEAKING
Express your ideas
with confidence.



LISTENING
Understand words
and real messages.



READING
Explore diverse
texts and cultures.



WRITING
Create clear and
meaningful texts.



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purposes II

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	8 Consolidates key learning in school and community contexts.	Present simple (general review: singular vs. plural, first and third person) Additional vocabulary Cardinal numbers (up to hundreds or thousands) Ordinal numbers (<i>1st, 2nd, 3rd...</i>) Spelling names and common words	59

English II (A1+) – *These Are a Few of My Favorite Things* is an academic workbook designed in accordance with the formative purposes established by the Mexican Ministry of Education (SEP, 2025), within the framework of the Nueva Escuela Mexicana and the Common Curricular Framework for Upper Secondary Education. It is developed under the DAL•IA Methodology , which follows the sequence “Observe • Interact • Create” and the approach “Ask IA - GRAMMAR PURPOSE”, guiding students to discover, apply and produce language meaningfully. The material promotes the progressive development of students’ communicative skills at the A1+ level through the functional use of English in personal, school, and community contexts, integrating a psychosocial approach and formative assessment throughout. It is organized into three modules, each of which includes learning products and a formative exam, allowing for systematic monitoring and consolidation of learning.

Author: Dalia Mendoza Herrera. For additional didactic resources and supporting materials, please visit daliamendozaherrera.com.

FiRST

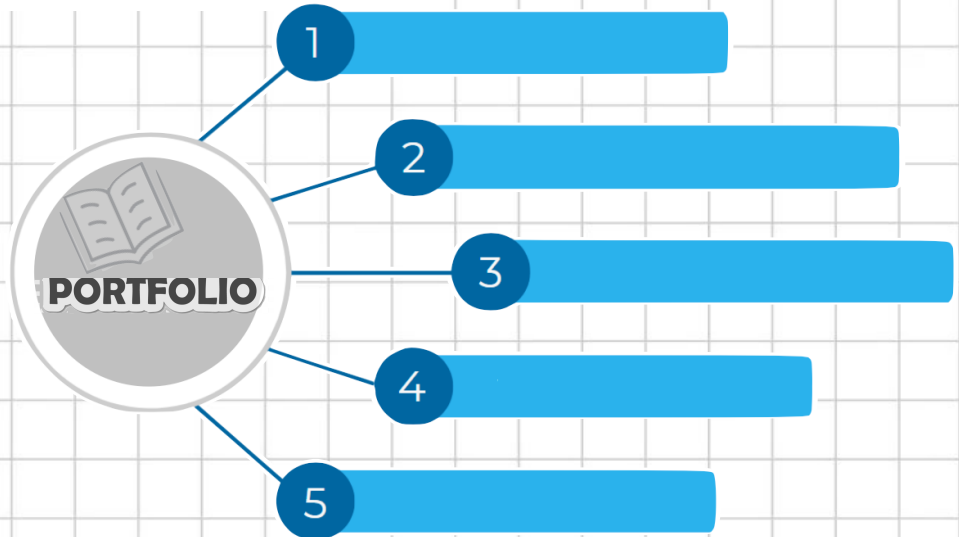
Partial

grammar tips

Se recomienda que esta tabla de comprensión se elabore en el cuaderno del alumno, después de la visualización de los videos educativos disponibles en el Canal: <https://www.youtube.com/@DaliaMendozaHerrera> con el propósito de reforzar los contenidos y favorecer la reflexión guiada.



Write the required products for this module and indicate the percentage value of each one in the final evaluation.



Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma

Educational Goal

Exchanges basic information about everyday life and immediate surroundings. Participates in brief and comprehensible interactions that involve social routines, preferences, simple descriptions, and the expression of basic needs, in school and community contexts, using English functionally according to the A1+ level.

Title
Educational Content

English II
(A1 +)
These Are a Few
of My Favorite
Things

- **Present simple (affirmative form)**
- **Adverbs of frequency (always, usually, sometimes, never)**
- **Common verbs in the third person (he/she)**
- **Daily routines**
- **School and household activities**
- **Time expressions and schedules**

PAEC
Learning Evidence Portfolio
Assessment Technique
Social + Emotional Learning

- Clear use of simple p
● Good Performance
● Basic Performance
● Needs support

Daily routines build discipline, confidence, and emotional balance.

My Daily Routine Visual Journal

Didactic Sequence
Real life application

Students describe their real daily routines using simple present and adverbs of frequency. They connect their habits to well-being, time organization, and school performance.

Warm - up Reading Skills

Students observe the classroom illustration titled Daily Routines and carefully identify the main actions presented (wake up, eat breakfast, go to school, study, listen to music). They match each image with the correct time expression and underline the verbs written in the simple present. Afterward, they answer short guiding questions about their own routines to activate prior knowledge. The focus is on vocabulary recognition, comprehension of visual information, and identification of simple present structure in context.

Listening & writing skills

Students listen to a short conversation describing a teenager's daily routine and identify key actions and time expressions. While listening, they complete missing verbs using the simple present tense. After checking answers, they write an 8–10 line paragraph describing a classmate's routine. The paragraph must include at least three time expressions, two adverbs of frequency, and correct third-person verb forms (-s / -es). The focus is accurate structure, coherence, and functional communication.

feedback: Speaking skills

Students work in pairs to interview each other about their daily routines using guided questions in the simple present (e.g., What time do you wake up? Do you study in the afternoon?). After the interview, each student reports their partner's routine using the third person form (e.g., He wakes up at... She usually studies...). The activity concludes with a brief reflection on how routines help them feel organized and confident. Focus: oral fluency, correct use of do/does, third person -s, and respectful listening.

Time

3 hrs by week

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Assessment Rubric – Learning Purpose 1

Describes Daily Routines and Everyday Activities (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Present Simple (I / He / She)	Uses present simple accurately in first and third person.	Minor mistakes, mostly correct structures.	Frequent errors in verb forms.	Incorrect or missing present simple structures.
Third Person (-s / -es)	Applies -s / -es correctly and consistently.	Occasional errors in third person.	Several mistakes in third person endings.	Does not use third person correctly.
Adverbs of Frequency	Uses 3 or more correctly (always, usually, sometimes, never).	Uses 2 correctly with minor mistakes.	Uses 1 with errors or confusion.	Does not include adverbs of frequency.
Time Expressions	Includes clear and correct time expressions (at 7:00, in the morning).	Includes time expressions with small errors.	Limited or unclear time expressions.	No time expressions included.
Written Communication	Paragraph is coherent, organized, and clear.	Mostly clear with minor organization issues.	Ideas unclear or poorly connected.	Writing incomplete or difficult to understand.
Speaking Skills	Speaks confidently, clearly, and respectfully.	Understandable but needs fluency improvement.	Hesitant, limited vocabulary.	Cannot communicate routine clearly.

Assessment Rubric – Learning Purpose 2

Talks about what other people do in their free time and when they do it (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Present Simple (Negative Form)	Uses negative sentences correctly (He doesn't watch TV / She doesn't play).	Minor mistakes in negative form.	Frequent errors with don't/ doesn't.	Incorrect or missing negative structures.
Questions with Do/Does	Forms correct questions and short answers (Do you play? Yes, I do.).	Small errors but meaning is clear.	Several structure errors.	Cannot form correct questions.
Third Person (He/She)	Correct use of third person in reports.	Occasional mistakes in verb endings.	Frequent third-person errors.	Does not use third person correctly.
Vocabulary (Hobbies & Leisure)	Uses varied and appropriate vocabulary (soccer, reading, music).	Limited vocabulary but understandable.	Very basic vocabulary.	Inappropriate or missing vocabulary.
Days & Parts of the Day	Correct use (on Saturday / at night / in the morning).	Minor preposition errors.	Limited or incorrect use.	Does not include time references.
Written Paragraph (8–10 lines)	Clear, organized, includes required structures.	Mostly clear with minor issues.	Ideas unclear or incomplete.	Paragraph incomplete or very unclear.
Oral Report	Speaks confidently and clearly about partner's routine.	Understandable with hesitation.	Hesitant, limited clarity.	

Assessment Rubric – Learning Purpose 3

Expresses abilities and asks for or gives permission (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Use of Can / Can't (Ability)	Correct and consistent use in affirmative and negative forms.	Minor mistakes in structure.	Frequent errors but meaning understandable.	Incorrect or missing modal usage.
Permission Questions (Can I...?)	Forms clear and accurate permission questions and short answers.	Small structural mistakes.	Several errors in question form.	Cannot form correct permission questions.
Short Answers with Can	Uses correct short answers (Yes, I can / No, I can't).	Minor errors.	Limited use or incorrect forms.	Does not use short answers correctly.
Vocabulary (Abilities & Rules)	Uses varied vocabulary (play the guitar, swim, cook, classroom rules).	Limited but appropriate vocabulary.	Very basic vocabulary.	Incorrect or insufficient vocabulary.
Written Paragraph	Includes 3 abilities, 2 limitations, and 2 rules clearly organized.	Includes most required elements with minor errors.	Missing required elements or unclear structure.	Incomplete or very unclear paragraph.
Role-Play Performance	Speaks confidently, clear pronunciation, correct modal use.	Understandable with some hesitation.	Hesitant, frequent grammar mistakes.	Cannot communicate using can/can't.
Social Responsibility	Shows respect for rules and teamwork during activities.	Mostly respectful participation.	Needs reminders about collaboration.	Does not follow rules or participate appropriately.

Assessment Rubric – Learning Purpose 4

Describes people, clothing, and weather (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Verb To Be (is/are)	Uses is/are correctly and consistently in descriptions.	Minor errors in verb agreement.	Frequent agreement mistakes.	Incorrect or missing use of verb to be.
Have / Has	Correct use of have/has in physical descriptions.	Occasional mistakes.	Several errors in third person (has).	Does not apply correctly.
Possessive Adjectives (his/her/their)	Uses possessives accurately and appropriately.	Minor misuse but understandable.	Confusion between possessives.	Incorrect or absent possessive forms.
Present Continuous	Includes at least one correct sentence (She is wearing...).	Attempts structure with small errors.	Incorrect structure (missing -ing or verb to be).	Does not use present continuous.
Clothing & Weather Vocabulary	Uses varied and accurate descriptive vocabulary.	Limited vocabulary but appropriate.	Basic vocabulary with repetition.	Inaccurate or missing vocabulary.
Written Paragraph (8–10 lines)	Clear, organized, includes all required elements.	Mostly complete with minor issues.	Missing required elements or unclear.	Incomplete or very limited description.
Oral Description	Speaks clearly, respectfully, and confidently.	Understandable with slight hesitation.	Hesitant, grammar errors affect clarity.	Cannot describe clearly.
Respect & Inclusion	Uses respectful language and shows cultural awareness.	Generally respectful.	Needs reminders about respectful language.	Inappropriate or insensitive descriptions.

Assessment Rubric – Learning Purpose 5

Compares people, places, and objects in familiar contexts (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Use of Comparatives	Uses at least 4 correct comparative forms (bigger than, more interesting than).	Minor grammar mistakes in comparatives.	Limited or incorrect comparative structures.	Does not use comparatives correctly.
Adjectives (1–2 syllables)	Correct use of simple adjectives (tall, short, happy, busy).	Small mistakes in adjective form.	Repetitive or limited adjectives.	Incorrect or missing adjectives.
Preference Expressions	Includes clear expressions (I prefer..., In my opinion...).	Attempts preference with minor errors.	Limited or unclear preference expression.	Does not include preference language.
Written Paragraph (8–10 lines)	Organized with introduction, comparison, and conclusion.	Mostly organized, minor structure issues.	Paragraph unclear or missing parts.	Incomplete or very limited writing.
Comparison Chart	Complete and accurate comparison chart.	Mostly complete with minor omissions.	Partially complete.	Incomplete or inaccurate.
Oral Presentation	Clear pronunciation, correct comparative forms, confident delivery.	Understandable with slight hesitation.	Hesitant, grammar affects clarity.	Cannot present comparison clearly.
Respectful Language & Empathy	Uses respectful comparisons and avoids negative judgments.	Generally respectful.	Needs reminders about respectful language.	Uses inappropriate or judgmental language.

Assessment Rubric – Learning Purpose 6

Asks for and gives directions in the community (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Imperatives (Go straight, Turn left)	Uses at least 3 correct imperatives clearly and naturally.	Minor errors in structure or sequencing.	Limited use of imperatives; some confusion.	Incorrect or missing imperative forms.
Prepositions of Movement	Correct use of next to, across from, into, between, etc.	Small mistakes but meaning clear.	Frequent misuse of prepositions.	Incorrect or absent prepositions.
There is / There are	Uses correctly in sentences about locations.	Minor agreement errors.	Frequent structure mistakes.	Incorrect or no use of structure.
Logical Sequence of Directions	Instructions are clear, organized, and easy to follow.	Mostly clear but slight confusion in order.	Some steps unclear or disorganized.	Directions confusing or incomplete.
City Map Activity	Map completed accurately and clearly labeled.	Minor labeling or comprehension errors.	Partially complete map.	Incomplete or incorrect map.
Written Paragraph (8–10 lines)	Includes required imperatives, prepositions, and one there is/are sentence.	Includes most required elements.	Missing required structures.	Incomplete or unclear paragraph.
Oral Role-Play	Speaks confidently with correct pronunciation and clarity.	Understandable with hesitation.	Hesitant; grammar affects clarity.	Cannot communicate directions effectively.
Respectful Interaction	Uses polite expressions (Excuse me, Thank you).	Mostly polite.	Needs reminders about politeness.	Lacks respectful language.

Assessment Rubric – Learning Purpose 7

Participates in everyday exchanges about personal or community needs (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Would like + noun / infinitive	Uses structure correctly and naturally in different contexts.	Minor grammar mistakes.	Limited or repetitive use.	Incorrect or missing structure.
How much / How many	Correctly distinguishes countable and uncountable nouns.	Small confusion but message clear.	Frequent confusion between forms.	Does not use correctly.
Countable & Uncountable Nouns	Accurately identifies and uses both types.	Minor classification errors.	Limited understanding.	Incorrect or absent usage.
Prices & Quantities	Uses numbers and quantity expressions clearly (two cookies, five dollars).	Minor numerical or structure errors.	Limited or unclear quantity expressions.	Incorrect or missing quantities.
Listening Worksheet	All answers correct and complete.	Few minor errors.	Several incomplete answers.	Incomplete or incorrect responses.
Written Paragraph (8–10 lines)	Organized, clear, includes required structures.	Mostly complete with minor mistakes.	Missing elements or unclear ideas.	Incomplete or very unclear writing.
Mini Market Simulation (Role-play)	Confident, polite, clear pronunciation and interaction.	Understandable but hesitant.	Limited fluency, grammar affects clarity.	Cannot sustain exchange.
Politeness & Respect	Uses polite expressions (please, thank you, excuse me).	Generally polite.	Needs reminders about polite forms.	Lacks respectful interaction.

Assessment Rubric – Learning Purpose 8

Consolidates key learning in school and community contexts (A1+)

Criteria	Excellent	Good	Basic	Needs Support
Present Simple (Singular / Plural / 1st & 3rd Person)	Accurate and consistent use of verb forms; clearly distinguishes singular and plural.	Minor agreement mistakes.	Frequent errors in verb forms.	Incorrect or missing present simple structures.
Cardinal Numbers	Uses numbers correctly (ages, phone numbers, quantities).	Small numerical or pronunciation errors.	Limited control of number usage.	Incorrect or missing numbers.
Ordinal Numbers	Correct use in dates (1st, 2nd, 15th).	Minor spelling or pronunciation errors.	Confusion in form or structure.	Does not use ordinal numbers correctly.
Spelling Names & Words	Spells name and common words accurately and clearly.	Minor spelling mistakes.	Several spelling errors.	Cannot spell basic words correctly.
Listening Worksheet	Complete and accurate responses.	Few minor mistakes.	Several incomplete answers.	Incomplete or incorrect.
Reading Comprehension	Identifies verbs and structures accurately.	Minor classification errors.	Limited understanding.	Cannot identify structures.
Personal Information Card	Complete, organized, includes all required elements.	Mostly complete with small omissions.	Missing elements.	Incomplete or unclear.

Oral Presentation	Clear pronunciation, confident delivery, respectful interaction.	Understandable with slight hesitation.	Hesitant; grammar affects clarity.	Cannot communicate basic information clearly.
Social & Emotional Skills	Demonstrates confidence, respect, empathy, and collaboration.	Generally respectful and participative.	Needs reminders about collaboration.	Limited participation or respect.

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