

# Lengua Adicional

## al Español III



Tercer semestre

# Lengua Adicional al Español III



**EDUCACIÓN**  
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**Telebachillerato Comunitario.**  
**Tercer Semestre. Lengua adicional al español III**

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El aprendizaje de un idioma cobra sentido cuando se comparte, cuando eres capaz de aplicar lo poco o mucho que has aprendido en situaciones reales de la vida.

Para algunas personas, hablar un segundo idioma implica simplemente una posición social, un logro o un indicador de estatus o prestigio. Pero la gran mayoría de personas que han utilizado el idioma como un puente de comunicación con otros, como una manera para reconocer que la humanidad es una y que cada cultura y persona es valiosa por ella misma, obtiene el enriquecimiento personal, cultural, laboral y social que se logra con la apertura a otro idioma.

La propuesta de este libro es la enseñanza de la lengua basada en un enfoque comunicativo por medio de la cooperación, ya que, como dice Casal, S. (2005) en su libro *Enseñanza del inglés: aplicaciones del aprendizaje cooperativo*, “la cooperación entendida como intercambio de ideas, aclaraciones y ayuda relacionada con la tarea, facilita que el alumno comprenda y asimile la información como suya”. Por tal motivo, en este libro se pretende lograr que el aprendizaje se realice de manera compartida y que favorezca el desarrollo por competencias, entre las que se encuentran las comunicativas, entendidas como la capacidad de saber qué decir, a quién y cómo decirlo de manera apropiada en cualquier situación.

Es importante resaltar que este libro te permitirá integrar aprendizajes de distintas áreas, así como desarrollar tus competencias comunicativas para aplicarlas en tu vida diaria y en tu contexto de manera vivencial. La asignatura de **Lengua adicional al español III** se ubica en el tercer semestre del plan de estudio del nivel educativo del bachillerato general, que ha establecido la Secretaría de Educación Pública (SEP) y tiene como antecedente las asignaturas Lengua adicional al español I y II, y las asignaturas Lengua extranjera de la educación básica (secundaria). A la vez, es previa a Lengua adicional al español IV. En esta asignatura se promueve, además, la práctica de las competencias adquiridas en los semestres previos y de las asignaturas referidas, además de Taller de lectura y redacción II, Ética y valores e Informática.

## Prefacio

Estimado estudiante, el libro que tienes en tus manos fue elaborado pensando en ti, en tus necesidades e inquietudes, como un instrumento que te apoye ahora que estudias el bachillerato. En sus páginas encontrarás contenidos y actividades que son fundamentales para que, paso a paso, puedas alcanzar las metas que esta asignatura te propone para este semestre.

A ti te toca, ahora, sacarle el mayor provecho a este libro, que es fruto del esfuerzo de un grupo de profesores y especialistas. Si lo haces tu amigo, lo aprovechas al máximo y lo combinas con el apoyo de tu maestro y de los demás recursos didácticos que están a tu alcance, seguramente ampliarás tus competencias y habilidades para construir un mejor futuro para ti, y contribuir al desarrollo de tu comunidad, de tu estado y de nuestro México.

Te deseamos éxito en esta importante etapa de tu formación, el bachillerato.



## ¿Qué es una competencia?

En el ámbito educativo, una competencia se define como “la integración de habilidades, conocimientos y actitudes en un contexto específico” (Acuerdo 442, Secretaría de Educación Pública, 2008). En el bachillerato general se busca consolidar y diversificar los aprendizajes y desempeños, ampliando y profundizando el desarrollo de competencias genéricas.

Las competencias genéricas que se desarrollarán en el presente texto, se enuncian a continuación:

Generic competencies	Characteristic
1. Knows and values her/himself and deals with problems and challenges taking into consideration the goals she/he has.	<ul style="list-style-type: none"><li>• Faces the difficulties and is conscious of her/his values, strengths and weakness.</li></ul>
4. Listens and expresses appropriate messages in different contexts, using adequate means codes and tools.	<ul style="list-style-type: none"><li>• Expresses ideas and concepts using linguistic, graphic and mathematic representations.</li><li>• Identifies the principal ideas in a text or speech and can make conclusions from them.</li><li>• Speaks in a second language in daily situations.</li><li>• uses Information and Communication Technologies in order to get and express her/his ideas.</li></ul>
7. Learns by personal initiative and interest through her/his life.	<ul style="list-style-type: none"><li>• Defines goals and keeps monitoring her/his own process of knowledge construction.</li></ul>
8. Takes part and contributes effectively in different groups.	<ul style="list-style-type: none"><li>• Expresses her/his points of view and take into account those of other persons</li><li>• Is responsible of a constructive attitude, coherent with her/his knowledge and abilities in different work groups.</li></ul>
10. Keeps a respectful attitude towards interculturality, and the diversity of values, beliefs, ideas and social practices	<ul style="list-style-type: none"><li>• Assumes that respect of diversity is the principle of assimilation and social harmony in local, national and international contexts.</li></ul>



# ¿Cómo está estructurado este libro?



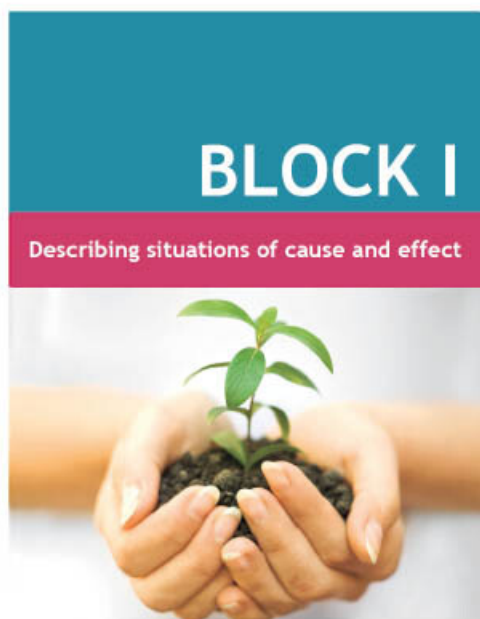
## Inicio de cada bloque

Cada bloque comienza con el título y una breve introducción en donde se indica de qué trata y cómo vas a trabajar.

Posteriormente se enuncian las competencias genéricas a desarrollar con sus respectivos atributos y las competencias disciplinares básicas que se favorecerán en el bloque. Las competencias marcan el camino de lo que vas a aprender y los resultados a obtener.

Asimismo, se presenta el propósito del bloque, es decir, las metas y los desempeños que esperamos logres.

Para identificar qué tanto sabes del tema y cuáles son las áreas por mejorar, se propone una evaluación diagnóstica que además te permitirá conocer tu nivel en las competencias a desarrollar.



**Block I** Describing situations of cause and effect

**Block I**

**12 HORAS**

**Objetos de aprendizaje que se abordan**

1. Vocabulary: recycling
2. Conditionals
  - Zero conditional: If + present simple
  - First conditional: If + will
3. First conditional
  - If + Models of possibility
4. Modals
  - Of possibility: may, might
  - Of advice: should

**Competencias disciplinares que se desarrollan**

- Identifica, ordena e interpreta los ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Expone ideas y conceptos en composiciones coherentes y cohesionadas, con introducción, desarrollo y conclusiones claras.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contextos.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

**Recomendaciones para el aprendizaje (actividades)**

Para el logro en el desarrollo de competencias, deberá realizar en cada uno de los bloques actividades individuales y de trabajo colaborativo que le permitirán la práctica en la escritura, el habla y la escucha del idioma inglés. Al finalizar cada bloque realizará un conjunto de actividades de cierre para evidenciar sus aprendizajes.

**Evaluación del aprendizaje**

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa con base en las actividades realizadas.
- Evaluación sumativa integrada como portafolio de evidencias.
- Coevaluación y autoevaluación.



## Desarrollo del bloque

En esta parte se desarrolla el contenido general y disciplinar que se pretende alcanzar en el bloque. Las actividades propuestas te permitirán acercarte activamente al uso del inglés como lengua adicional de una manera compartida. Los temas propuestos buscan ponerte en contacto con diferentes realidades de tu comunidad, de México y de otras partes del mundo.

A lo largo del bloque se intercalan estrategias de aprendizaje, ejercicios de aplicación y evaluación, como definición de conceptos, descripción de imágenes, lluvia de ideas, elaboración de ejemplos, sopa de letras, completar tablas gramaticales, lectura de textos y ejercicios de comprensión lectora, discusión dirigida, representaciones teatrales, entrevistas, conversación en pareja y en pequeños grupos, redacción de textos, reflexiones individuales y grupales, entre otras. Seguramente encontrarás nuevos términos y conceptos gramaticales que permitirán que sigas enriqueciendo y practicando tu nivel de inglés.

Para enriquecer tu aprendizaje, encontrarás la sección *Did you know that*. Este apartado permitirá que tu conocimiento general se amplíe y que reflexiones sobre diferentes aspectos de tu vida personal.

Es importante mencionar que en el desarrollo de bloque encontrarás varios formatos de evaluación entre ellos las rúbricas y las listas de cotejo, que te permitirán reflexionar sobre tus avances y poner los medios necesarios para que tu aprendizaje y desarrollo de competencias, tanto genéricas, como disciplinares, no se vea truncado.

# ¿Cómo está estructurado este libro?



## Simbología que facilitará tu proceso de aprendizaje

### Diseño instruccional:



Apply what you have learned



What do you know?  
(Previous knowledge and competencies)



Learn more



Practice what you're learning



Activity

### Apoyos para reforzar el aprendizaje:



Glossary



Reflect on the previous activity



Did you know that...



Personal reflection



Optional activity

# ¿Cómo está estructurado este libro?



## Cierre del bloque

Al terminar cada bloque, se presenta la evaluación final como una actividad integradora de las cuatro habilidades comunicativas (comprensión auditiva y de lectura, producción oral y escrita), donde vas a aplicar tus aprendizajes y pondrás en juego tus competencias. También encontrarás una rúbrica para que evalúes la actividad integradora y un formato para que hagas una autoevaluación de los desempeños esperados.

Finalmente, encontrarás una tabla para que registres el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Es importante que valores, junto con tu profesor, los avances que hayas registrado.



### Autoevaluación

Para valorar tu desempeño en el bloque 1, es importante que completes la siguiente tabla de manera consciente y honesta. Pon una X en la casilla correspondiente.

¿Puedo leer con rapidez?	¿Puedo comprender mejor los textos?	¿Puedo hacer un resumen de lo que leí?	¿No lo hago más rápido que antes?	¿No soy capaz de hacerlos?
Identifico las causas y efectos en situaciones escritas.				
Explico y presento una propuesta viable sobre un problema ambiental.				
Identifico las causas y efectos (P + M + E) en los textos de los contenidos disciplinares.				
Comparto mi opinión con el resto del grupo.				
Resumo lo aprendido de mis competencias y materias.				
Trabajo en forma colaborativa.				
Entrego mis actividades en tiempo y forma.				
Me puedo expresar en inglés usando las estructuras del condicional (ser) y del primer condicional.				

Cuando completes la autoevaluación conversa con tu profesor las fortalezas y debilidades para identificar tu progreso y decidir cómo y en qué aspectos necesitas mejorar.

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### Registro del avance

Competencias genéricas y disciplinares del bloque 1

Instrucciones: Al concluir el bloque, registre el nivel de avance que logró en el desarrollo de las competencias genéricas y disciplinares. Utilice la siguiente escala:

A = Alto (Desarrollado)  
 B = Medio (En vía de desarrollo)  
 C = Bajo (No lo ha desarrollado)

Competencias Genéricas (CG)	Actitudes (A)
1. Se comunica y escribe a sí mismo y aborda problemas y retos teniendo en cuenta los objetivos que persigue.	<ul style="list-style-type: none"> <li>Entiende las dificultades que se le presentan y es consciente de sus propias fortalezas y debilidades.</li> </ul>
4. Escucha, integra y emite mensajes personales en distintos contextos mediante el uso de códigos y herramientas apropiadas.	<ul style="list-style-type: none"> <li>Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.</li> <li>Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.</li> <li>Se comunica en una segunda lengua en situaciones cotidianas.</li> <li>Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.</li> </ul>
7. Aprende por iniciativa e interés propio a lo largo de la vida.	<ul style="list-style-type: none"> <li>Define metas y da seguimiento a sus propias metas de construcción de conocimiento.</li> </ul>
8. Participa y colabora de manera efectiva en equipos diversos.	<ul style="list-style-type: none"> <li>Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.</li> <li>Muestra una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo.</li> </ul>
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	<ul style="list-style-type: none"> <li>Asume que el respeto de las diferencias es el principio de integración y convivencia en los contextos local, nacional e internacional.</li> </ul>

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Los contenidos y las actividades se presentan de una manera atractiva y práctica y te ayudarán a practicar el idioma de forma individual, en parejas y en pequeños grupos. Aprovecha todas las actividades, contenidos y recursos, pues te permitirán usar el inglés cada vez mejor. Aprovecha a tu profesor y a tus compañeros, acércate a ellos, resuelvan dudas y aprendan juntos; date la oportunidad de construir con ellos este viaje.

# ¿Cuál es el propósito de esta asignatura?

El propósito de esta asignatura es seguir siendo un puente de comunicación y desarrollo de habilidades, conocimientos, aptitudes y valores que permitan, por medio de tu aprendizaje y desarrollo en clase, convertirte en la mejor persona que tú puedas ser.

También pretende brindarte instrumentos de aprendizaje y espacios de reflexión personal, en parejas y grupal, para que desarrolles las competencias disciplinares que indican al inicio de cada bloque así como las competencias genéricas al ser una persona que se autoevalúa, se valora, comparte y es responsable de su propio desarrollo personal y grupal, entre otras.

Al cursar la asignatura **Lengua adicional al español III**, vas a desarrollar también las cuatro habilidades comunicativas de la lengua: comprensión auditiva y de lectura, producción oral y escrita. Tal como comenta Anahí Mastache: “Las competencias van más allá de las habilidades básicas o saber hacer, ya que implican saber actuar y reaccionar; es decir, que los estudiantes sepan qué hacer y cuándo”.

Por lo tanto, será muy importante que establezcas relación entre los conocimientos que vas adquiriendo y su aplicación en tu vida cotidiana. Además, aprender otro idioma fortalecerá tu identidad personal y cultural y aprenderás a respetar la diversidad de creencias, valores, ideas y prácticas sociales con una apertura más universal.



# BLOCK I

Describing situations of cause and effect



## Block I

12  
HORAS

### Objetos de aprendizaje que se abordan

1. Vocabulary: recycling
2. Conditionals
  - Zero conditional: If + present simple
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3. First conditional
  - If + Modals of possibility
4. Modals
  - Of possibility: may, might
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### Recomendaciones para el aprendizaje (actividades)

Para el logro en el desarrollo de competencias, deberás realizar en cada uno de los bloques: actividades individuales y de trabajo colaborativo que te permitirán la práctica en la escritura, el habla y la escucha del idioma inglés. Al finalizar cada bloque realizarás un conjunto de actividades de cierre para evidenciar tus aprendizajes.

### Competencias disciplinares que se desarrollan

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Expresa ideas y conceptos en composiciones coherentes y creativas, con introducción, desarrollo y conclusiones claras.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

### Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa con base en las actividades realizadas.
- Evaluación sumativa integradas como portafolio de evidencias.
- Coevaluación y autoevaluación.

## Introduction

Block I, Describing situations of cause and effect, introduces you to the wonderful land of changes; you will have the opportunity to describe situations of cause and effect, learn new vocabulary and enjoy working with your pals. You will study the grammatical **use of the zero and first conditional sentences**, as well as the **modals of possibility and advice**. With some reading activities you will have the opportunity to think about the problems of the environment and their possible solutions. Remember that all this knowledge has a purpose, it is meant to help you become the best person and student you could be.

## What is the purpose of block I?

In block I you will learn to identify the main ideas from a written text. You will also have the opportunity to describe cause and effect situations and use the grammatical structure of the zero and first conditional when you want to share cause and effect information.

## Learning evidences

The competencies proposed in this block will be evaluated through your activities which we will call your final learning evidences. You need to write the name and number of the block, the number of the activity and the date in your English notebook. The main activities you need to have at the end of the block are:

<i>What do I know?</i>	<i>Let's Begin</i>				<b>Closure activities</b>
A. Complete sentences	1.1 Match the stars	2.1 Picture description	3.1 Description	4.1 Share answers	<b>Activity 5</b>
B. Matching activity	1.2 Write	2.2 Play the game	3.2 Completing questions	4.2 Listen	5.1 Report
C. Complete the chart.	1.3 Choose sentence	2.3 Brainstorm	3.3 Read sentences	4.3 Check list	5.2 Enviromental problem
D. Order the words.	1.4 Complete the chart	2.4 Complete the reading	3.4 Board game	4.4 Correct option	5.3 Oral presentation
	1.5 Conversation	2.5 Answer questions	3.5 Make sentences	4.5 Make sentences	
	1.6 Read and complete		3.6 Reading		
	1.7 Complete		3.7 Complete sentences		
	1.8 Fill in the gaps		3.8 Complete sentences		
	1.9 Share the answers		3.9 Grammar box		
	1.10 Report				
	1.11 Check list				

When you finish one of the activities, paint the box to indicate it.





## What do you know? (Previous knowledge and competencies)

A. Complete the following sentences with the appropriate form of the verb To Be

1. She \_\_\_\_\_ my best friend.
2. When \_\_\_\_\_ they coming to visit the **museum**?
3. This **farmer** \_\_\_\_\_ (neg.) cultivating his land.
4. Where \_\_\_\_\_ your shoes?
5. My dog \_\_\_\_\_ (neg.) **barking**.
6. The doctor and his **wife** \_\_\_\_\_ working in the hospital.
7. I \_\_\_\_\_ very happy because it is my birthday today.
8. Why \_\_\_\_\_ you crying?
9. We \_\_\_\_\_ (neg.) going to the **market**.
10. My mother \_\_\_\_\_ cooking.

Check your answers in the Answer Key.

Look up in a dictionary the meaning of the words in bold. Write them in the glossary that you will find at the end of this block.

Remember:  
When you say your age,  
you have to say:

I am 16 and *not I have 16.*

B. Match the questions with the answers.

Questions	Answers
1. Is she your sister? .....	a) <i>I'm not sure. I think he is 16.</i>
2. Were you at the university before you began High School?	b) <i>They are wearing white t-shirts and black jeans.</i>
3. How old is Pedro?	c) <i>I had it last week, it wasn't really difficult.</i>
4. What are your friends wearing today?	d) <i>No, she isn't. This girl is older.</i>
5. When did you have your Math's exam?	e) <i>No, I wasn't. I was in Secondary School.</i>

Check your answers in the Answer Key.

C. Complete the following chart using comparative and superlative adjectives.

	Adjective	Comparative	Superlative	Write a sentence using a comparative or superlative adjective
1	good			
2	bad			
3	dangerous			
4	expensive			
5	clean			
6	save			
7	interesting			

Check your answers in the Answer Key.

D. Order the words to form past sentences.

1.	was / my sister / dinner / cooking / Last night	_____
2.	soccer / on Saturday / were / My friends / playing	_____
3.	This / father / washing / morning / was / the / my / car	_____
4.	yesterday / his / homework / Peter / wasn't / doing	_____

Check your answers in the Answer Key

It is important to identify your level of proficiency in the competencies that you will develop in block I. Answer the following questions and check your answers with an X.

Level of achievement	Always	Sometimes	Never
Do you use different communication strategies depending on the subject, the context and your goals?			
Do you identify the principal ideas in a text or speech and can make conclusions from them?			
Do you speak in a second language in daily situations?			
Do you use Information and Communication Technologies in order to get and express your ideas?			
Do you express your points of view and take into account those of other persons?			
Do you talk to and learn from people with different points of view and cultural heritage, taking in mind your own circumstances in a wider context?			

If you answered most of the questions with Always then your level of proficiency is high. If you answered most of them with Sometimes or Never then you will have to work harder on the achievement of those competencies.

## Let's begin

It is important that you read the following information. It will guide you during the exercises you have to realize.

## Conditionals

Conditionals are sentences that express causes and their results.

You can use conditional sentences with *If* to talk about causes and results.

*If* is a conjunction used to say that one thing can, will or might happen or be true depending on another thing happening or being true.

The two situations, causes and results, can come in any order. In written English when the conditional part, the cause, comes first, you put a comma between this part and the result part.

## Commas with Conditional Sentences

Use a comma when the *if* part of the sentence is at the beginning.

**Example:** *If I go to school, I have to get up early.*

Don't use a comma when the *if* part of the sentence is at the end.

**Example:** *I have to get up early if I go to school.*

There are many different ways of making sentences with *if*. One of them is the **zero conditional**.

## Zero conditional

We use the **Zero conditional** to talk about things or to express ideas that are generally or always true. They represent situations that are unchanging.

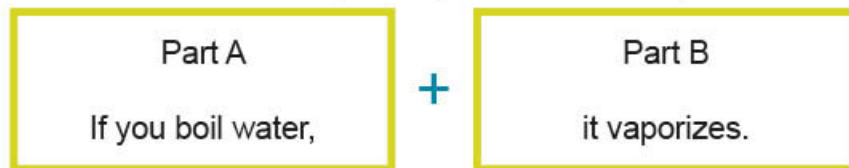
Because of their unchanging truth value, these conditional sentences normally take a present simple tense in both parts of the sentence. They are especially frequent in scientific writing, since Science is concerned with absolute relationships.

**Example:** *If you mix oil with water, it floats.*

This kind of sentences has two parts:

Part A: is the situation or condition (the If clause).

Part B: is the result or consequence (the result clause).



You have to write a comma (,) between the two parts of the sentence when you begin with If.

Use the present simple tense in both clauses.

**Example:** *If you put water in the freezer, it becomes ice.*

These sentences are based on habits and are frequent in conversations.

**Example:** *If I wash the dishes, my daughter dries them.*

It is possible to substitute When or Whenever for If and still express more or less the same idea:

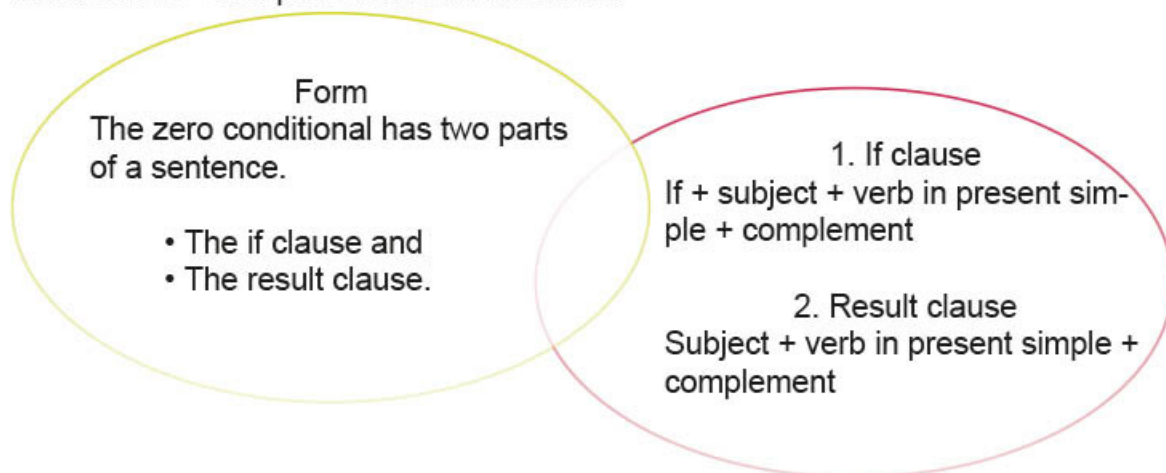
**Example:** *When (whenever) I wash the dishes, my daughter dries them.*

*When (whenever) you boil water, it vaporizes.*

**Zero conditional sentences** express no condition; these are sentences that are always true. They refer to “forever”.

**Example:** *If you add two plus two, you get four.*

The following circles will show you how to form the zero conditional sentences and the elements each part of the sentence has.



## Description of the elements of the zero conditional sentences.

**Example:** If you put water in the freezer, it becomes ice.

How to form the zero conditional sentences:

**Part A,** The If clause: If you put water in the freezer.

**Part B,** The result clause: It becomes ice.

**Part A:** The *if* clause

*if* + *you* + *put* + *water in the freezer.*  
If + subject + verb in present simple + complement

**Part B:** The result clause

*it* + *becomes* + *ice.*  
Subject + verb in present simple + complement



**Freezer:** A piece of electronic equipment in which you can keep food for a long time at a low temperature.

The following grammar box shows grammatical rules to make sentences with the If – zero conditional sentences. It includes the affirmative, negative and interrogative form. You can find some examples too.

Grammar box. If - zero conditional sentences		
<i>If</i> - zero conditional	How to form it	Example
Affirmative form	Sentence in present + <i>if</i> + sentence in present.	My father gets angry <i>if</i> he loses his keys.
Negative form	Negative sentence in present + <i>if</i> + negative sentence in present.	My mother doesn't let me go out with my friends <i>if</i> I don't finish my homework.
Interrogative form	Interrogative sentence in present + <i>if</i> + affirmative sentence in present?	Does your mother get angry <i>if</i> you come home very late?

# Block I

## Describing situations of cause and effect

More examples. Affirmative sentences.



*If* you heat water, it boils.



When the sun goes down,  
it gets dark.



*If* I call you, you have to  
answer the phone.

More examples. Negative sentences.



If you don't bring your  
books, you cannot follow  
the class.



Cars don't work if they  
don't have gasoline.



When the rain doesn't  
fall on time, most of the  
harvest doesn't grow.

More examples. Interrogative sentences.



What do you usually do if  
you have money?



Who do you talk to if you  
feel sad?



Where do you keep your  
shoes if they get very  
dirty?



## Practice what you're learning



### Activity 1.1

Match the stars and complete the zero conditional sentences. Begin with If.

The activity consists of ten star-shaped cards arranged in a circular pattern. The cards are divided into two colors: blue and yellow. A dotted red line connects the following cards in sequence: 'If you help somebody.', 'the second will float.', 'If you don't eat,', 'you feel happy.', and 'If you put water on the fire,'.

- Blue star: you become hungry.
- Yellow star: If you mix water and oil,
- Yellow star: If you mix blue with yellow,
- Blue star: you get green.
- Blue star: It will boil at 100°C
- Yellow star: If you help somebody.
- Yellow star: If you don't eat,
- Blue star: the second will float.
- Yellow star: you feel happy.
- Yellow star: If you put water on the fire,





### Activity 1.2

Write the sentences from the stars and share them with a pal.

1.
2.
3.
4.
5.

Check your answers in the Answer Key.



### Activity 1.3

Choose the sentence with the correct use of comma.

Number	Options
1	a) If I eat too much, I get sick. b) If I eat too much I get sick.
2	a) I ask for directions, if I get lost. b) I ask for directions if I get lost.
3	a) If you are happy, I am happy. b) If you are happy I am happy.
4	a) I can't drive if I don't wear my glasses. b) I can't drive, if I don't wear my glasses.
5	a) If he doesn't sleep well he is very tired. b) If he doesn't sleep well, he is very tired.

Check your answers in the Answer Key.



### Activity 1.4

Complete the part B of the following zero conditional sentences. You can write the result part of the sentence with your normal reaction.

	Part A The If clause	Part B The result clause
1	If I am happy, ...	<i>I laugh a lot.</i>
2	If I am tired, ...	
3	If I am hungry, ...	
4	If I have a stomachache, ...	
5	If I don't want to go out with my friends, ...	
6	If I am going to have an exam, ...	
7	If it is raining when I go to school, ...	
8	If my teacher doesn't come on time, ...	
9	If I find some money, ...	
10	If my friends don't invite me to their parties, ...	

Check your answers in the Answer Key.




### Activity 1.5

#### Two line - conversation

You will practice activity 1.4 in a conversation.

All the students will make two lines, one student in front of the other. One will say the sentences from part A, and the student in front of him/her will complete the sentence with the personal information they wrote in part B, then you change roles.



Take the chance to practice your conversation in English!



### Activity 1.6

Read the next paragraph Diana's attitude and complete the paragraph with the correct form of the verbs in parenthesis.

#### Diana's attitude

Diana is an excellent student, If she 1) \_\_\_\_\_ (have) an exam, she studies more. Her favorite subjects are Chemistry and Biology. She 2) \_\_\_\_\_ (want) to become a doctor. She knows that if she 3) \_\_\_\_\_ (study) a lot, she will get it. She 4) \_\_\_\_\_ (neg. like) missing her classes, but if it happens, she 5) \_\_\_\_\_ (call) her friends to ask them for their homework. If her teachers 6) \_\_\_\_\_ (ask) her for an investigation, she 7) \_\_\_\_\_ (go) to the library to find the information.

**Challenge:** Did you remember the correct form of the verbs?

Check your answers in the Answer Key.



## Learn more

When we talk about things that are generally or always true, we can use:

***If / When / Unless + a present form + present simple or imperative.***

***If*** is used when a situation is real or possible, in this case we can replace “if” by “when” without changing the meaning of the sentences.

**Example:** *If* your father **gets** there before me, **ask** him to wait.

***When*** is a conjunction that means at or during the time that something happen.

**Example:** *When* you **take** a plane, you **arrive** faster to your destination.

***Unless*** is used to say that something can only happen or be true in a particular situation. Can be used instead of if + not in conditional sentences.

**Example:** *Unless* you **pay** the ticket, you **can't** go to the cinema with us.



## Activity 1.7

Complete the following sentences with the corresponding **If**, **When** or **Unless**.

1. Take your running shoes \_\_\_\_\_ you are going to play football.
2. \_\_\_\_\_ you see the teacher, tell him that his students are in the classroom.
3. Come with us \_\_\_\_\_ you have something more important to do now.
4. \_\_\_\_\_ you are reading in English, don't translate.
5. \_\_\_\_\_ you can't do your homework, ask for help.
6. \_\_\_\_\_ you can't find your keys, you can take my car.
7. Buy the red blouse, \_\_\_\_\_ you prefer another color.
8. \_\_\_\_\_ you want to learn how to play the piano, you need to practice a lot.
9. The students are not going to the party, \_\_\_\_\_ they finish their homework.
10. \_\_\_\_\_ you pass your driving test, you can drive alone.

Check your answers in the Answer Key.



### Apply what you have learned



#### Activity 1.8

Fill in the gaps with your own ideas to complete the zero conditional sentences in the affirmative, negative and interrogative form. Check the answers with your classmates.

	If sentence	Affirmative	Negative	Interrogative
	Example: If I am tired,	If I am tired, I go to sleep early.	If I am tired, I don't go out with my friends.	Do you go to sleep early if you are tired?
1	If I feel sad,			
2	When I have a problem,			
3	If I want to watch TV,			
4	When I have a lot of homework,			
5	If I feel sick,			
6	When I have exams,			
7	If my father has to travel,			
8	If my friends invite me to a party,			

Compare your answers in the Answer Key. When you have finished share the answers with a pal and practice your pronunciation.



## Learn more WH question words

We use question words to ask certain types of questions. We refer to them as WH, words because they include the letters WH (for example, WHy, How).

The following grammar box shows some very useful question words, their use and some examples.

Grammar box. WH questions		
Question word	Use	Example
What	Asking for information about something	What is your name?
When	Asking about time.	When did he leave?
Where	Asking in or at what place or position.	Where do they live?
Why	Asking for reason, asking what...for.	Why do you say that?
How old	Asking for age.	How old are you?

Available at: <http://www.englishclub.com/vocabulary/wh-question-words.htm>  
Read on april 12th, 2014.

We can use question words with zero conditional sentences. They usually go at the beginning of the sentence.



### Activity 1.9

Match the following question words with their corresponding interrogative zero conditional sentences and their answers.

	Interrogative zero conditional sentences	Answers
.....	do you buy if you have to give a birthday present? .....	If somebody shouts at me, I feel sad.
What?	do you do if you feel angry? .....	If I have to buy a book, I go to the library.
How?	do you feel if somebody shouts at you? .....	If I have to buy a birthday present, I go to the shop.
Where?	do you go if you need to buy a book?	If I feel angry, I listen to music to calm down.
	do you go to school if you are very late?	If I go to school very late, I usually run.

Check your answers in the Answer Key.

When you have finished share the answers with a classmate and practice them.



## Apply what you have learned



### Activity 1.10

**Summarize** some of the important elements of the zero conditional sentences you have studied so far. For that purpose, you will make small groups and write a short report. This report has to include the following information.



**Reflect:** on something: To think carefully and deeply about something.

**Summarize:** To give only the main points of something, not the details.

1. Presentation page.
2. Explanation of the use of the zero conditional sentences.
3. The number of clauses that are used in sentences of zero conditional.
4. Use zero conditional sentences in the affirmative, negative and interrogative form.
5. Explanation of the form of the verb in the zero conditional sentences.
6. Explanation of the use of comma in zero conditional sentences.
7. Six examples of zero conditional sentences.

Hand in your report to your teacher for evaluation and comments.





### Activity 1.11

- ✓ The following check list will help you to identify if you have included all the elements in your report. Tick the elements your report has.

#### Check list

	1. Includes a presentation page.
	2. Has the explanation of the use of the zero conditional sentences.
	3. Mentions the number of clauses that are used in sentences of cause and effect of the zero conditional.
	4. Use zero conditional sentences in the affirmative, negative and interrogative form.
	5. Has an explanation of the form of the verb in sentences of zero conditional.
	6. Includes the use of comma in zero conditional sentences.
	7. Presents six examples using zero conditional.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.

In the first part of block I, you learned how to identify the if clause and the result clause of zero conditional sentences. You also wrote some sentences using your normal reactions. How could it help you improve your relationship with relatives and friends and even with yourself? Discuss it with your classmates.



## Learn more Vocabulary

Learning vocabulary is important because without enough vocabulary you cannot understand others or express your own ideas. Learning vocabulary helps you communicate and understand with others in English. For that reason, it is important that you continue learning new words and increase your vocabulary in English.

The following activities will help you to describe pictures, reflect about the importance of recycling and identify some vocabulary related to this important concern of our society.



**Concern:** A feeling of worry about something or somebody.



### Activity 2.1

Picture description. Look at the following picture, show it to a partner and describe it together. Use the questions from the sections. Use your imagination and according to the picture to guide you.



Use your imagination

What are their names?  
Where are they from?  
How old are they?  
Where do they live?

According to the picture

Who are they?  
Where are they?  
What are they doing?

Check this! If you want to describe a picture you can begin with sentences such as:

- In this picture I can see ...
- There is a.../ there are ...



### Personal reflection

Can you imagine your community with a lot of paper, plastic bottles, plastic bags and cans along the streets? What could be the consequences in your society if many people don't collect their **garbage**? Can you do something with your garbage?

Write your personal reflection and share it with your classmates.



**Garbage:** The waste food, paper, plastic, etc., that people throw away.



### Activity 2.2

In pairs, play the game Recycling for life. Follow the steps listed below.

#### Instructions:

Cut the pictures and definitions from the game Recycling for life (next page). Spread the cards on the table or on one of your chairs. Mix them all up. One student takes a picture and asks the following question: **What is this?** The second pal has to find the definition among all the cards. When he/she finds it, he/she has to read it out loud. If the meaning matches, both cards have to be taken out of the rest, if it doesn't, your classmate has to try it again.

Recycling for life

		
<p><b>Landfill or garbage dump</b> An area where garbage is dumped and covered with dirt.</p>	<p><b>Tin can</b> A rigid steel container for storing food and other predominantly liquid products.</p>	<p><b>Recycle</b> The process to make new things from old materials.</p>
		
<p><b>Environment</b> The surrounding in which a person, animal, or plant lives.</p>	<p><b>Garbage or trash</b> The waste that people throw away (food, paper, plastic, etc.)</p>	<p><b>Plastic</b> A material that is produced by chemical processes and can be formed into shapes when heated.</p>
		
<p><b>Natural resource</b> Materials such as minerals, forests and water that are present in nature and support people's needs.</p>	<p><b>Pollution</b> The introduction of harmful materials into our soil, air, or water.</p>	<p><b>Raw materials</b> They are things in its natural state used or made into something else.</p>



# Block I

Describing situations of cause and effect

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### Activity 2.3

Brainstorm. Look at the following picture and write down all the words and feelings that come to your mind when you see it.



**Brainstorm:** To give as many ideas as possible about something.

My words and feelings...



Look at the new vocabulary;  
does it have any connection  
with the picture? How?



**Decompose:** To separate into parts, to be destroyed gradually by natural chemical process.

**Pollution:** Harmful elements in the air and water because of people.



### Activity 2.4

Read the following paragraphs and complete the text with the words from the box. One is not needed. Check your dictionary and find the meaning of the words you don't know.

wasting      garbage      Earth      underground  
 bottles      pollution      aluminum  
 decompose      recycle      separate



**Buried:** Something put into the ground and covered.

### Reciclyng



When you throw things into the garbage, that 1) \_\_\_\_\_ is taken to a garbage dump and it is usually **buried** underground. It is buried so it will 2) \_\_\_\_\_. What is **de-com-pose**? Have you ever seen an old piece of fruit slowly rot and shrink over many days? It is decomposing. Decompose means to 3) \_\_\_\_\_ into parts and over many years most garbage will disappear completely. That is why we bury garbage in the ground. The problem is some things we throw away take a long time to decompose and that means we could run out of place 4) \_\_\_\_\_ to leave all the garbage. Then what? You will have to keep the garbage in your house! (Likely under your bed if it's not already full). Well, hopefully that won't happen because there is something you can do. You can 5) \_\_\_\_\_! What does that mean? The prefix "re" means "do again" and "cycle", just like in bi-cycle, is something that goes around again and again. If you take something old that can be used again and make it new, you are recycling. Lots of things can be recycled. Soda cans are made from 6) \_\_\_\_\_, a soft, lightweight metal, it takes about 100 years for the aluminum to decompose. So when you throw an aluminum can into the garbage you are hurting the 7) \_\_\_\_\_, but guess what? You're also wasting money. Old aluminum cans can be melted and made into brand new cans. Did you know paper can be recycled? Maybe the paper you are using right now was once used by a student in another school. Paper is made from trees, so every time you put paper into the garbage, not only are you filling up the Earth with garbage, but even worse, you are 8) \_\_\_\_\_ trees. Did you know one plastic garbage bag can take 10-20 years to decompose? Don't throw garbage bags away, recycle them! Anything made from plastic can be recycled, especially the water and juice bottles we all use every day. Not just plastic bottles, but glass 9) \_\_\_\_\_ can be melted and used again too. Making new things from recycled ones takes less money, less energy, and less of the Earth's natural resources like water and trees. Less energy means less 10) \_\_\_\_\_ (harmful dirt) into the air. You can recycle at home by separating your cans, paper, plastics and bottles.

Available at: [http://goinggreeny.com/Green\\_Guide/Education\\_Teaching.php](http://goinggreeny.com/Green_Guide/Education_Teaching.php) <http://goinggreeny.com/Worksheets/Recycling.htm>  
 Read on february 16th, 2014.





### Activity 2.5

Answer the following questions according to the information given in the reading.

Questions	Answers
1. What is decomposing?	
2. What is recycling?	
3. What can be recycled?	
4. What could happen if people make new things from recycling?	
5. How can you recycle at home?	
6. What could happen if people don't recycle things?	

Check your answers in the Answer Key.



### Reflect on the previous reading

Were you able to identify the importance of recycling things at home? Do you consider it important to involve your family in recycling? How? Write your reflection:

### Coevaluation

✓ Up to now, you have been working by yourself or with some of your classmates. The following check list will give you some points to evaluate the attitude and knowledge of English you have observed about them. Remember that this activity is meant to help you develop a better understanding of your classmates and grow as a group. Mark an X in the elements you observed.

	1. They can express words, images and feelings when they see a picture.
	2. They can read a text individually and complete the missing information.
	3. They can see the importance of recycling.
	4. They participate in the group activity with respect and openness.
	5. They feel happy when they speak in English.



### Optional activity

If you have the opportunity to listen to the following song (Heal the world), you will find that it has a meaningful message related to recycling.



Do you like singing?  
Do you know the song  
Heal the world?

Do you think the name  
of the song could have  
any connection with the  
reading recycling?

Write your comments

---

---

---

---

---

---

If it is possible for you, check the song  
**Heal the world** on the following web site:  
<http://www.youtube.com/watch?v=NQfyhKcL-nQ>

Some songs can  
help you be more  
aware of the importance of  
recycling. Pay attention to  
the lyrics!



**Heal:** To cure somebody who is sick; to make something well again.  
**Strangling:** To prevent something from growing or developing.  
**Lie:** To write or to say something that is not true, it is false.  
**Bliss:** Perfect happiness; great joy.  
**Reveal:** To make something known to somebody.  
**Plowshares:** A large piece of farming equipment pulled by a tractor or animals.



### Heal the world (lyrics)

1. There's a place in your heart and I know that it is love, and this place could be much brighter than tomorrow. And if you really try, you'll find there's no need to cry, in this place you'll feel there's no hurt or sorrow.
2. There are ways to get there if you care enough for the living, make a little space, make a better place.
- C. Heal the world, make it a better place for you and for me and the entire human race there are people dying, if you care enough for the living, make a better place for you and for me.
3. 3. If you want to know why there's a love that cannot **lie** love is strong, it only cares for joyful giving. If we try, we shall see, in this **bliss** we cannot feel, fear or dread we stop existing and start living.
4. Then it feels that always love's enough for us growing, so make a better world make a better world...
- C. Heal the world...
5. And the dream we were conceived in will **reveal** a joyful face, and the world we once believed in will shine again in grace then, why do we keep, **strangling** life wound this earth crucify its soul though it's plain to see this world is heavenly be God's glow.
6. We could fly so high let our spirits never die, in my heart I feel you are all my brothers, create a world with no fear together we'll cry happy tears see the nations turn their swords into **plowshares**.
7. We could really get there if you cared enough for the living make a little space, to make a better place...
- C. Heal the world...

Source: musica.com, Michael Jackson



"Life is not easy for any of us. We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained".

Marie Curie, chemist and physicist.



## Learn more

### More conditional sentences

Previously, you learned that conditionals are sentences that express situations and their results and that you can use conditional sentences with *If* to talk about causes and results. You have already studied the zero conditional sentences that express ideas that are generally or always true.

Now, you will learn:

### First conditional sentence

We use the **First conditional sentences** to talk about actions that are very probable, they express future conditional. It is the “real” or “possible” conditional.

**Example:** If it rains, I will stay home.

The normal pattern for this type of conditional is present simple tense in the *If* clause and some explicit indication of future time (e.g. *will* or *be going to*) in the result clause.

**Example:** If you finish your homework, I’m going to invite you to the park.

This kind of sentence has two parts:

Part A: is the situation or condition (the *If* clause).

Part B: is the result or consequence (the result clause).



You have to write a comma (,) between the two parts, unless you change the order of the parts.

**Example:** I will stay home if it rains.

Use the **present simple** tense in the *If* clauses and **will** or **be going to** in the result clause.

### How to form the first conditional sentences

**Example:** If it rains, I will stay home.

**Part A,** The If clause: If it rains,

**Part B,** The result clause: I will stay home.

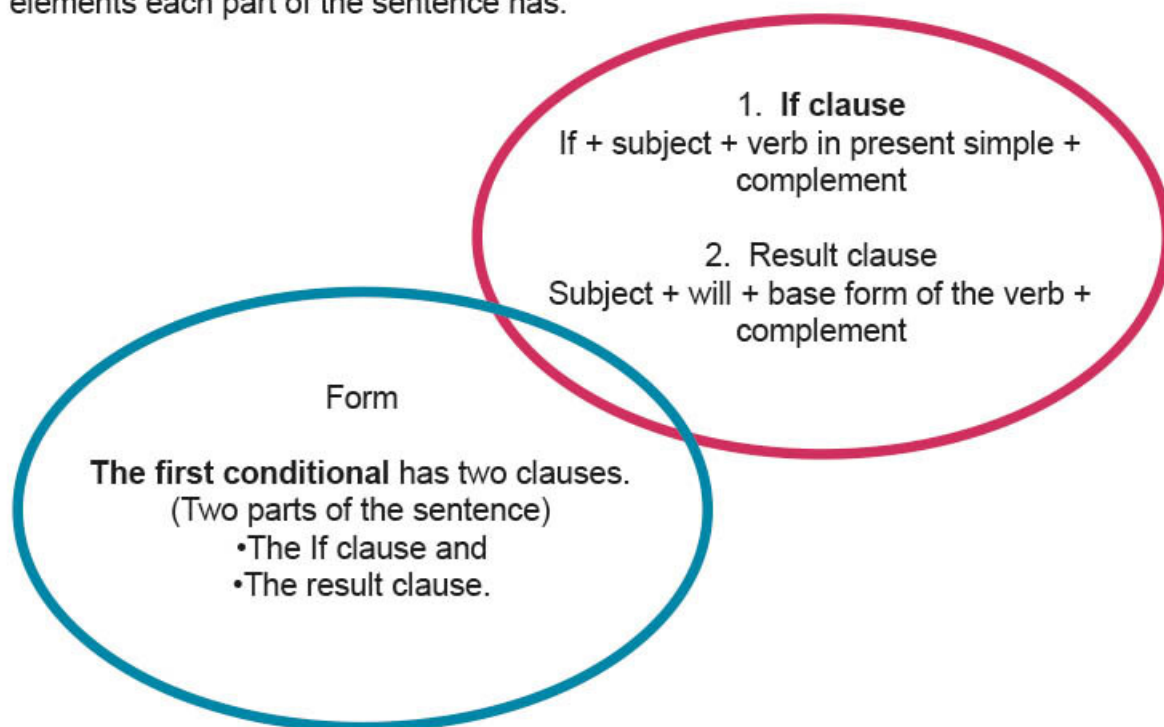
Part A: The if clause

If + it + rains  
If + subject + verb in present simple + complement

Part B: The result clause

I + will stay + home  
Subject + indication of future time (will or be going to) + complement  
and simple form of the verb

The following circles summarize how to form the first conditional sentences and the elements each part of the sentence has.





## Learn more First conditional

- a. We use the first conditional sentences to talk about future events that are likely to happen. **Example:**
- If I invite my girlfriend, she will be really happy;
  - If I finish high school, I will go to University.
- b. The if clause can be used with different present forms. **Example:**
- If he's feeling better, he will come to the meeting.
- c. The "future clause" can contain going to as well as will. **Example:**
- If I see her, I'm going to tell her to give me my book.
  - If Martin keeps practicing football, he's going to play in the school team.
- d. The "future clause" can also contain other modal verbs such as can and must, **Example:**
- If you go to New York, you must visit the Statue of Liberty.

The following grammar box shows grammatical rules to make sentences with the If – first conditional sentences. It includes the affirmative, negative and interrogative form. You can find some examples too.

Grammar box. If - First conditional sentences		
If - first conditional	How to form it.	Example
Affirmative form	Subject + will /be going to + verb simple form + complement + if + subject + verb present + complement.	We will /(are going to ) have a party if you come to Mexico this year.
Negative form	Subject + will not (won't) / not be going to + verb simple form + complement + if + subject + verb present + complement.	My mother will not / (is not going to) travel to Denver if my sister comes to visit her.
Interrogative form	Will / be going to + subject + verb simple form + complement + if + subject + verb present + complement?	Will you practice the guitar if you have a concert?



## Practice what you're learning



### Activity 3.1



If I keep running this way, I will be the winner.

Work in pairs. Look at the picture and answer the questions. (Use your imagination).

Questions	What can you see in the picture?	Where are they?	What are they doing?	How many people are there?	Who will be the winner?
Answers					
Questions	What will the winner do after the competition?	How will the winner feel after the competition?	What will the second and third position think?	How will the rest of the competitors feel?	Where will they go to eat and to rest?
Answers					

Check your answers in the Answer Key.



### Activity 3.2

Your best friend is going to study at the University in Monterrey. Look at the parts of the first conditional sentences and write the complete questions and possible answers. Then, practice in pairs.

Part of the sentences	Questions	Answers
1. What / do / miss / bus?	What will you do if you miss the bus?	If I miss the bus, I will go by car.
2. Where / stay / travel / Monterrey?		
3. How / pay / the registration?		
4. What / do / get sick?		
5. What / don't / like / the food?		

Check your answers in the Answer Key



### Activity 3.3



Practice in pairs

Read the sentences in part A and find the second clause in part B.

Part A	Part B
You will be late . . . . .	If you don't invite her.
If you need some cash, . . . . .	If you clean the rubbish from your garden.
My sisters won't come . . . . .	I will lend you some.
You will have a lot of time . . . . .	I will prepare some hamburgers.
If we go to the park, . . . . .	If you don't hurry up.
If my child doesn't find his bicycle, . . . . .	If you finish your exam on time.
Your neighbors will plant the trees . . . . .	he will cry.

Check your answers in the Answer Key





### Activity 3.4

#### Board game **what will happen if...?**

Students have to play a board game by making first conditional sentences. They have to make sure they know how the first conditional is used and structured.

For example: on the board game you read in number 6, Study hard, the student has to say: If you study hard, and complete the sentence with his/her own information.

For example: If you study hard, you will become a great doctor.

Look at the board game on the next page. Make groups of three students. You will need a **dice** and counters for each group.

All the players put their counters on the square marked START and throw the dice. The student who gets the highest number begins the game. In turns, each one of the members of the group is going to throw the dice.

Student 1 throws the dice and moves the counter along the board according to the number on the dice. Student 2 then reads the words on the square he/she **landed** in and makes a sentence using the words in the square.

The sentence has to be grammatically correct, and make sense. If a player can't finish the sentence appropriately, they miss a go. If a player lands on a square marked **if**, they can make any first conditional sentence. The game continues until the first player reaches the square marked FINISH. This player is the **winner**.



**Dice:** A small piece of wood or plastic with a different number of spots on each of its sides again.

**Winner:** A person who wins something.

**Land (verb):** To come down through the air onto a surface.

**Board game. What will happen if...**

12 if	13 get married	14 work in a company	15 drink too much	16 miss a turn
11 move to number 22				17 don't do my work
10 meet the president		26 <b>FINISH</b>		18 am not on time
9 steal money		25 find wild animals		19 go back to number 7
8 if		24 miss a turn		20 if
7 don't eat		23 go to the beach	22 climb a mountain	21 don't have water
6 study hard				
5 play again	4 if	3 visit USA	2 play sports	1 <b>START</b>



## Learn more Modals of possibility (may /might) and advice (should)

We can use modals other than will in the main clause of a sentence in the first conditional.

This means that the consequence is not certain. It is possible, but not definite.

**Examples:** If my father comes tomorrow, I might go home early, or  
I may go swimming.  
I'll ask my friend if we change the meeting.

If you ask Peter, he may/might be able to buy the vegetables. (Possibility)

If you ever go to Tabasco, you should take a trip to the coast. (Advice)

If you don't understand so well, you should ask your teacher again.  
(Advice)

Possible variations of the basic form:

Sometimes instead of if + present + future, we may have:

if + present + **may / might** (possibility)

If + present + **should** or any expression of command, request or advice.

Look at the next examples:

If the weather keeps changing,  
the wild animals from Canada  
**might** lose their habitat.

If your children are back from  
the school, you **may** go home  
at once.



### Activity 3.5

Make sentences beginning with *If*. Choose from the two boxes and write the sentences on the lines.

**If**

- you need money,
- you don't pass the exam,
- you want to go to the festival,
- I don't see you tomorrow,
- you want to drive a car,
- you want to feel better,
- you want to be respected,

+

- you should take some driving lessons.
- you should take all your medicine.
- you may need to get a job.
- I will phone you.
- you should treat others with respect as well
- you will have to try again.
- you may have to wear your traditional clothes.

Write your sentences:

Example: If you want to drive a car, you should take some driving lessons.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Check your answers in the Answer Key.



### Activity 3.6

The following reading will help you understand a very beautiful event in nature. If it rains, we may see the rainbow; an **if** situation produces a **result**.

Before the reading:  
Think about it!



Do you know how the colors of the rainbow are formed? How many colors does it have?

During the reading:  
Underline all the words you don't know and find the meaning!

Some more examples are:



**Beam:** A line of light.

**Angle:** The space between two lines or surfaces that join.

**Speed:** The rate at which something moves or travels.

**Stripe:** A long narrow line of color.

**Rainbows** happen when sunlight and rain combine in a very specific way. The **beams** of sunlight separate into the colors we see in the rainbow as they enter a raindrop. Sunlight is actually made up of different colors that we don't usually see. When a beam of sunlight comes down to Earth, the light is white. But, if the light beam happens to hit raindrops on the way down at a certain **angle**, the different colors that make up the beam separate so that we can see them in the form of a rainbow. The angle for each color of a rainbow is different, because the colors slow down at different **speeds** when they enter the raindrop. The light exits the raindrop in one color, depending on the angle it came in, so we see only one color coming from each raindrop. Light at different angles coming through many raindrops form the rainbow that we see, in **stripes** of red, orange, yellow, green, blue, indigo and violet.

Available at: [https://answers.yahoo.com/question/index?qid=20140219145607AALtS32\\_y](https://answers.yahoo.com/question/index?qid=20140219145607AALtS32_y) <http://discoverykids.com/articles/how-do-rainbows-form/> Read on february 16th, 2014.

As you finish reading the text answer the following questions.

What is a rainbow? Use your own words:

---

---



### Activity 3.7

According to the Reading complete the following sentences:

1. Rainbows appear when \_\_\_\_\_
2. If the light beam hits raindrops on the way down at a certain angle, the different colors \_\_\_\_\_.
3. Light at different angles coming through many raindrops form \_\_\_\_\_ in stripes of \_\_\_\_\_.

Check your answers in the Answer Key.



### Activity 3.8

Complete the following sentences with your own information.

	If clause of the sentence	The result part of the sentence
1	Example: If I see the rainbow,	I may stay for a while watching it.
2	If I am in love,	I may not...
3	If it is raining,	I should.....
4	If our teacher gives us a lot of work,	we might not....
5	If it begins to rain,	I might....

Check your answers in the Answer Key.

### Optional activity



If you have the opportunity listen to the song What a Wonderful World (Lyrics) by Louis Armstrong in the following web site:

<http://www.youtube.com/watch?v=A3yCcXgbKrE>



### Activity 3.9

Get in pairs and complete the following grammar box to summarize your knowledge of the first conditional sentences and some modal verbs. Share the information with the all group.

Grammar box. First conditional sentences and modal verbs.		
The first conditional sentences are used...	The parts of the first conditional sentences are...	Some examples of the first conditional sentences are...
The modals of possibility are...	The modal of advice is...	Some examples of the first conditional sentences with modals of possibility and advice are:

Check your answers in the Answer Key.



**Optional activity**

If your school has the means, try to visit this web site. It's helpful to improve your listening. It's really helpful if you want to listen to real events in english: <http://www.esl-lab.com/>



**Activity 4.1**

**Save the Earth!**

Complete the following chart, when you finish share the information with your classmates. Share your answers with the whole group.

Create an environmentally-nice school atmosphere by promoting conversation.

Think about some environmental problems in your community and write them down.	Write possible solutions.	Think about some environmental problems in the world and write them down.	Write possible solutions.
Example: too many plastic bags on the street.	Organize a cleaning campaign on Saturday.		





## Activity 4.2

Listen to your teacher and underline the words you don't understand. Write the words in the box and include them in your glossary.

### Save the earth!

**Interviewer:** Today, I'm interviewing nine-year-old Alex about her feelings on how people can help save the environment. So, Alex, how can we save the environment?

**Alex:** By saving water.

**Interviewer:** Well, how can we do that?

**Alex:** By not using too much water when we wash dishes, take a bath and when we do other things, like watering the plants outside.

**Interviewer:** Oh, I think I can do that. What else?

**Alex:** When drinking or eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?

**Interviewer:** No, I don't. Do you have any final suggestions?

**Alex:** Yes. We shouldn't waste paper because trees are being cut down to make the paper. By recycling paper, we save the forests where animals live.

**Interviewer:** So, how can children recycle paper, I mean, everyday?

**Alex:** Well, for example, when I was in kindergarten, I used to save the newspapers so that I could make things make out of them, like paper trees, instead of just throwing them away. Now, the children in our neighborhood collect newspapers once a month to take them to a recycling center.

**Interviewer:** That's great. Well thanks Alex for your ideas.

Write down the words you don't understand:	Write down the meaning



### Optional activity

You could listen to the script *Save the Earth* on the following web site.  
<http://www.esl-lab.com/enviro1/enviro1.htm>



### Activity 4.3

- ✓ The following check list will help identify some events that occurred during the time you heard your teacher reading *Save the earth!* Tick with an X the elements you found.

#### Check list

<input type="checkbox"/>	1. You could follow the topic while your teacher was reading for you all.
<input type="checkbox"/>	2. You were able to identify most of the vocabulary.
<input type="checkbox"/>	3. You could answer the corresponding comprehension reading activity.
<input type="checkbox"/>	4. You could compare with your classmates your answers and give the reasons for your option.
<input type="checkbox"/>	5. You could collaborate with your classmates in order to answer the questions.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



### Activity 4.4

According to the script your teacher read, circle the correct option for each situation.

Comprehension questions	
1. What is the name of the girl being interviewed?	a) Alice b) Ellen c) Alex
2. She says we should save water when _____.	a) washing cars b) cleaning clothes c) taking a bath
3. The girl's second suggestion is about _____.	a) separating different types of garbage b) disposing of trash properly c) having a family clean-up party
4. By recycling paper, we can _____.	a) protect the forests b) cut down on waste c) save money
5. What does the girl think about littering?	a) it is a nice thing b) makes people healthier c) makes the planet dirty

Check your answers in the Answer Key.



### Activity 4.5

Follow the example and make sentences using the grammatical structure of the first conditional.

		Situations of if-cause and result-effect
1. She says we should save water when _____	a) washing cars b) cleaning clothes c) taking a bath	Example: <i>If you take a bath you should save water.</i>
2. By recycling paper, we can _____	a) protect the forests b) cut down on waste c) save money	
3. When people eat something outside, they should _____	a) throw the garbage on the street b) put the garbage in the dustbin c) keep the food	
4. What does the girl think about littering?	a) it is a nice thing b) makes people healthier c) makes the planet dirty	
5. The girl's second suggestion is about _____	a) separating different types of garbage b) disposing of trash properly c) having a family clean-up party	

Check your answers in the Answer Key.

### Coevaluation

- ✓ Once more, it is time to evaluate the attitude of your classmates. Mark a tick X according to the frequency your pals behave.

	Always	Most of the time	Never
They listen to one another.			
They share information.			
They give their opinion freely.			
They keep working together all the time.			
They ask for help when needed.			

### Closure activity



#### Activity 5.1

Think about the following questions and write a short report about them.

My own community	International community
Do I know any environmental problem that is affecting my community?	Do I know any international environmental problem that is affecting my community too?
Do I think of any particular action to solve this problem?	Can I do something to solve this problem?

According to my knowledge and opinion, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.



### Activity 5.2

Now that you reflected on some environmental problems in your community and in the world, it is time to conclude writing a formal proposal to solve an environmental problem.

Your proposal has to include:

1. Name.
2. Pictures from a magazine or newspaper, illustrations or any other visual of an environmental problem.
3. Short description of the problem.
4. Description of some of the actions taken from the community and the students. (At least five sentences)
5. Five sentences of cause and effect as part of your proposal.
6. Use of the zero and first conditional with modals of possibility and advice in the sentences.



### Activity 5.3



Prepare your oral presentation according to your possibilities and show it to your classmates. Include pictures if possible.



*The most wonderful experience is your own life; enjoy it!*

### Self-evaluation

To evaluate your achievement in Block I, you need to answer the next instrument honestly. Mark the box that corresponds to your level with an X.

What am I capable of?	I am completely capable of	I can do it, but I need help	I can't do it even with help	I am not capable of
Identify the causes and effects in written sentences.				
Write and present a simple proposal about an environmental problem.				
Use sentences of cause and effect (if+results), and also with modal verbs.				
Share my opinion with my classmates.				
Respect the opinion of my classmates and teacher.				
Work in a group.				
Deliver my activities on time.				
Express in English using zero and first conditional sentences.				

When you finish to answer it, show it to your teacher and talk about your progress and in where do you need to improve.

## Finally

Think about the next questions and write your conclusions:

Which were the most important learnings that you achieve in Block I?

How can you make use of these learnings in your life now and in the future?

How do you relate your learnings in benefit of your community?

My conclusions are:



*Kind words can be short  
and easy to speak, but their  
echoes are truly endless.*

*Mother Teresa*



### My progress

*Generic and academic competences block I*

**Instructions:** At the end of Block I, is important to mark with the correct letter your level of achievement of generic and academic competencies. Use the next scales:

H = High (developed)

M = Medium (trying to develop it)

L = Low (not developed)

Generic Competencies	Characteristic	Level
1. Knows and values her/himself and deals with problems and challenges taking into consideration the goals she/he has.	<ul style="list-style-type: none"> <li>Faces the difficulties and is conscious of her/his values, strengths and weakness.</li> </ul>	
4. Listens and expresses appropriate messages in different contexts, using adequate means codes and tools.	<ul style="list-style-type: none"> <li>Expresses ideas and concepts using linguistic, graphic and mathematic representations.</li> <li>Identifies the principal ideas in a text or speech and can make conclusions from them.</li> <li>Speaks in a second language in daily situations.</li> <li>uses Information and Communication Technologies in order to get and express her/his ideas.</li> </ul>	
7. Learns by personal initiative and interest through her/his life.	<ul style="list-style-type: none"> <li>Defines goals and keeps monitoring her/his own process of knowledge construction.</li> </ul>	
8. Takes part and contributes effectively in different groups.	<ul style="list-style-type: none"> <li>Expresses her/his points of view and take into account those of other persons</li> <li>Is responsible of a constructive attitude, coherent with her/his knowledge and abilities in different work groups</li> </ul>	
10. Keeps a respectful attitude towards interculturality, and the diversity of values, beliefs, ideas and social practices	<ul style="list-style-type: none"> <li>Assumes that respect of diversity is the principle of assimilation and social harmony in local, national and international contexts.</li> </ul>	

Academic Competencies	Level
1. Identifies, arranges and analyzes ideas, data, explicit and implicit concepts of a text; keeping in mind where it was written and the present.	
2. Asses a text comparing its content with others, using her/his previous and new knowledge.	
4. Writes texts with the rules of the language, considering the intent and communicative situation.	
5. Expresses ideas and concepts in coherent and creative documents with clear introduction, body and conclusion.	
8. Appreciates the logical thought of communication process in her/his daily and academic life.	
10. Identifies and analyzes the general idea and the possible development of an oral or written message, in a second language, using previous knowledge, non-verbal language and context.	
11. Communicates in a foreign language through a logical speech (written or oral) coherent with the communicative situation.	
12. You use Information and Communication Technologies in order to research, solve problems, create documents and sends information.	

When you finish to answer these scales, show them to your teacher and talk about your progress.

# BLOCK II

Comparing habits and customs from different societies



## Block II

12  
HORAS

## Objetos de aprendizaje que se abordan

1. Vocabulary: clothes, means of transportations, food, leisure activities, school activities, sports.
2. Grammar: used to in affirmative, negative and interrogative form.
3. Question words: how, when, where, what and who.
4. Time expressions in the past.

## Recomendaciones para el aprendizaje (actividades)

Para el logro en el desarrollo de competencias, deberás realizar en cada uno de los bloques: actividades individuales y de trabajo colaborativo que te permitirán la práctica en la escritura, el habla y la escucha del idioma inglés. Al finalizar cada bloque realizarás un conjunto de actividades de cierre para evidenciar tus aprendizajes.

## Competencias disciplinares que se desarrollan

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Expresa ideas y conceptos en composiciones coherentes y creativas, con introducción, desarrollo y conclusiones claras.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

## Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa con base en las actividades realizadas.
- Evaluación sumativa integradas como portafolio de evidencias.
- Coevaluación y autoevaluación.

### Introduction

Block II, Comparing habits and customs from “different societies”, will give you the opportunity to know the various habits and customs people have in several societies and in your own community. You will have the chance to improve your English using a particular grammatical structure called **used to** which describes situations that happened regularly in the past, but no longer happens in the present.

### What is the purpose of block II?

In block II you will learn to identify the main idea from a written and oral text related to habits and customs. You will also have the opportunity to identify some expressions that you can use when you want to speak about events that happened in the past. More over, you will be able to describe and compare habits and customs in your own community. Finally, you will use the grammatical structure “used to” to describe habits and customs from some societies in the past.

### Learning evidences

The competencies proposed in this block will be evaluated through your activities which are called your final learning evidences. You need to write the name and number of the block, the number of the activity and the date in your English notebook. The main activities you need to have at the end of the block are:

<i>What do I know?</i>	<i>Let's begin</i>				
A. Verbs	1.1 Personal reflection	2.1 Complete sentences	3.1 Order the reading	4.1 Make a list	5.1 Interview
B. Answer questions	1.2 Habits and Customs	2.2 Picture description	3.2 Write sentences	4.2 Make sentences	5.2 Story
C. Personal reflection	1.3 Make a drawing	2.3 My activities	3.3 Radio program, role play	4.3 Complete	5.3 Role play
	1.4 Match	2.4 Answer the questions	3.4 Check list	4.4 Pair conversation	5.4 Check list
	1.5 Picture description	2.5 Reading comprehension	3.5 Answer the questions	4.5 Picture description	<b>Closure activity</b>
	1.6 Check list	2.6 Choice	3.6 Invent a story	4.6 Collage	Rubric
	1.7 Choose	2.7 Check list	3.7 Reflection	4.7 Board game	
	1.8 Answer questions				
	1.9 Find someone				
	1.10 Look and complete				

When you finish one of the activities, paint the box to indicate it.



## What do you know?

(Previous knowledge and competencies)

A. Read the questions from column A and underline the main verb of the sentence. Write it down in the column called VERBS and write the present simple and past of the verb and its meaning in Spanish.

Column A
1. Who did you recently write a letter to?
2. What did you make for dinner yesterday?
3. Who was the last person you saw before class?
4. What did you lend a friend last week?
5. Who did you last fight with?
6. What did you break recently?
7. Where did you put your books when you got home from class yesterday?
8. Who did you sit next to in class today?
9. What did you recently lose?
10. What did you read yesterday?

VERBS		
Present	Past	Meaning
Example: write	wrote	escribir

Check your answers in the Answer Key.

B. Answer the questions from the previous page, column A and give your own information.

**Example:** I recently wrote a letter to my father.

1.	_____.
2.	_____.
3.	_____.
4.	_____.
5.	_____.
6.	_____.
7.	_____.
8.	_____.
9.	_____.
10.	_____.

C. Work in pairs. One of you says the question from the previous page, column A and the student 2, reads the answer from exercise 2.

### Reflect on the previous reading

Did you remember the simple past and the meaning of the verbs?  
Could you answer the questions?

In case you need any help, it is time to ask your teacher for a general review of the simple past and the construction of the sentences.



In addition, it is important to identify your level of proficiency in the competencies that you will develop in block II by answering the next questions. Check X.

Level of achievement	Always	Sometimes	Never
Do you use different communication strategies depending on the subject, the context and your goals?			
Do you identify the principal ideas in a text or speech and can make conclusions from them?			
Do you speak in a second language in daily situations?			
Do you use Information and Communication Technologies in order to get and express your ideas?			
Do you express your points of view and take into account those of other persons?			
Do you talk to and learn from people with different points of view and cultural heritage, taking in mind your own circumstances in a wider context?			

If you answered most of them with Always then your level of proficiency is high. If you answered most of them with Sometimes or Never then you will have to work harder on the achievement of those competencies.



### Let's begin

It is important that you read the following information. It will guide you during the exercises you have to realize in the following activities.

There are two important terms we will be using frequently during this block: custom and habit.

### Custom and habits

A **custom** is an accepted way of behaving or of doing things in a society or a community.

**Example:** It is the custom in that country for women to marry young.

A custom is the way a person always behaves.

**Example:** It was her custom to rise early.

### Habit

A **habit** is the routine of behavior that is repeated regularly and tends to occur unconsciously.

Is a thing that you do often and almost without thinking, especially something that is hard to stop doing.

**Example:** You need to change your eating habits (good /bad habits),

A habit is a usual behavior.

**Example:** I have a fixed ways of doing things.

I have the habit of turning on the television as soon as I get home.

It is important to reflect on the customs and habits of your society because they are part of your culture and when you learn another language you are also learning and experiencing another culture. It helps you become an interculturally competent person (Gundogdu, N., 2007).



### Personal reflection

Have you listened to the phrases “Old times were better...” or “in my times \_\_\_\_\_ was very important?” Do you think that everybody eats “tortillas”? Do you know if all the girls in the world wear the same kind of clothes as the girls in your community? Answer the previous questions and write your opinion.

A large rectangular box with a blue border containing ten horizontal lines for writing.

I choose to make the rest of my life. The BEST of my life! And that starts NOW!





### Learn more

There are thousands of different cultures around the world; even in Mexico there are many different expressions of them. Each culture has its own history, tradition, beliefs and languages.

Your customs help you define who you are; they connect you to your past too, so they can teach each generation and keep the traditions of your culture alive.

Something important is that customs give you a sense of belonging.



### Activity 1.1

Read the next questions and answer them

What do young people in Mexico do?

---

Brainstorm their customs and habits.

---

Have you met young people from other countries and cultures?

---

What do they do?

---

Did you notice any difference with your habits and customs?

---

Write them down.

---



**Activity 1.2**

Look at the following pictures and write the name of the countries where you think these people come from as well as the habits and customs you consider they may have. Share the answers with your classmates.

				
Countries/ Continents				
Habits				
Customs				

Check your answers in the Answer Key.



**Activity 1.3**

Make a drawing or stick a picture of a traditional custom or celebration in your community and explain it shortly.



### Learn more Vocabulary







Food, cooking and eating habits play an important role in every culture. The way of preparation and the ways of serving and eating it can vary from culture to culture and they often reveal distinctions of age, sex, status, culture and even occupation. In some communities eating together is very important; sometimes it is an expression of the unity in the family.

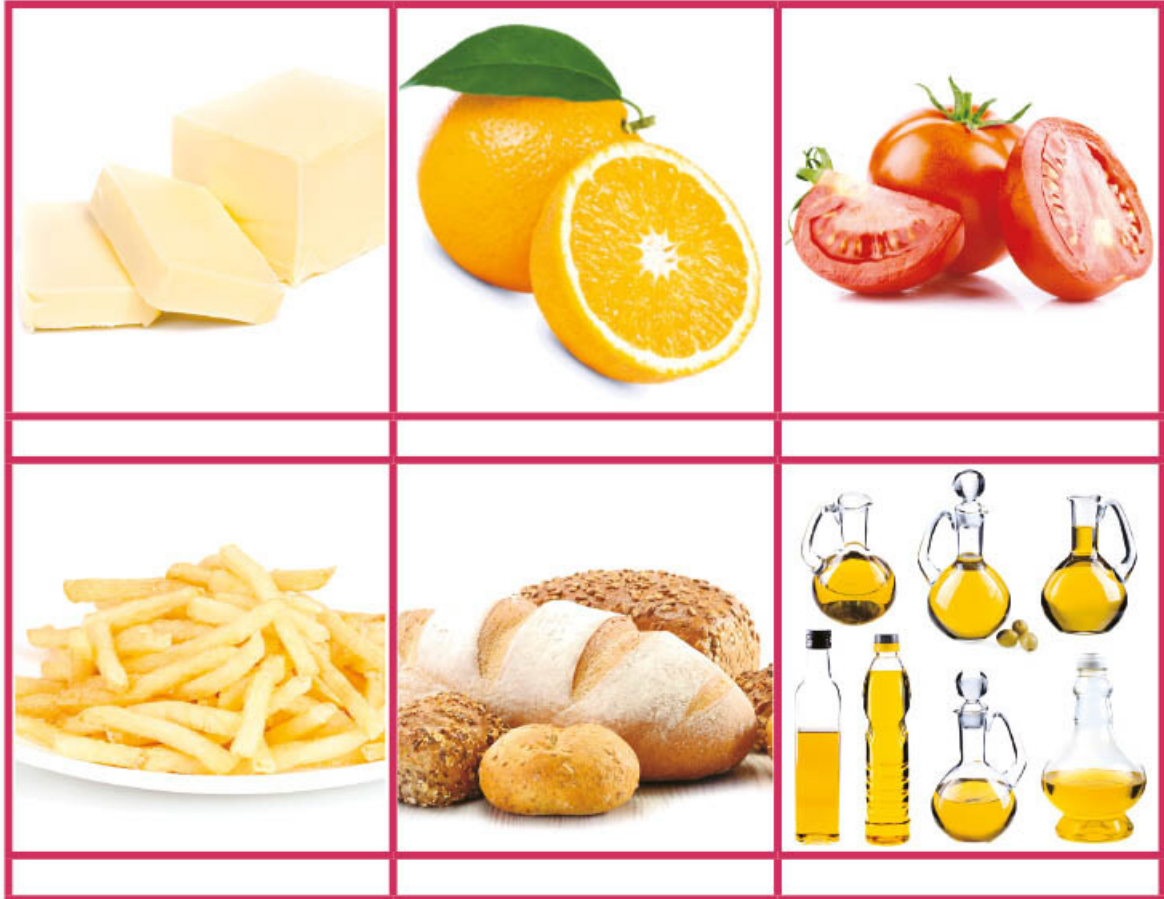
Considering what has been mentioned, you will learn more vocabulary related to food. It will help you identify more cultural differences.



### Activity 1.4

Write the number of the definition (next page), that matches with the corresponding picture.

		
Example: Number ( 2)		
		



**Definition:**

1. Orange round fruit.
2. Citrus fruit with a lot of sour juice.
3. What hens lay.
4. Fresh red vegetable.
5. A soft yellow food made from milk, used in cooking and for spreading on bread.
6. Made from flour, baked in an oven.
7. Thin slices of potatoes fried in deep fat.
8. Grain that is used to produce the flour for bread.
9. Animal that lives in the river.
10. People drink it in the morning to wake up.
11. It is white and comes from the sea.
12. It is used to fry things.

Check your answers in the Answer Key.



### Activity 1.5

Look at the following pictures and write the things the women in the market are buying.



These women are from Chihuahua, Mexico. They are in the market.



These women are from a place in Africa.

Can you see any difference? Why? Write it down:

---

---

### Reflect on the previous reading

According to the above pictures you saw women in the market buying things and some people from different countries and customs.



Do you think their eating habits or their customs are very different from yours?

It is important to realize that you also get influenced by many different cultures and traditions around the world. Do you agree with that?

Write your personal opinion:



### Activity 1.6

It is important to reflect on your learning too. Tick X the things you can do up to now.

	1. Identify, write and say the meaning of some verbs in the present and past tense.
	2. Name habits and customs from different cultures and from your own habits and customs.
	3. Identify and write the names of some products related to food.
	4. Reflect on your habits and customs.



### Learn more

How do you go to school? Do you walk, do you ride the bike? Do you go by car?

If every day you do the same thing to go to school, it will become your habit. According to some scientist, if your context changes, your habits might also change too; if you add a value in a particular habit, this value will guide your behavior.













Probably the way your parents went to school is the same as the way you do it now, but if you ask your grandparents, you could be surprised and find a lot of differences. It is important to mention that even the different means of transportation you have in your community now, are part of the story of your community and of the habits of the people.





### Activity 1.7

Look at the following pictures and choose from box A the corresponding name. One word is not needed.

Means of transportation			
			
			
			

Box A means of transportation

car bus taxi train bicycle boat skateboard

lorry helicopter plane subway ambulance motorcycle

Check your answers in the Answer Key.



### Activity 1.8



Answer the following questions and tell your partners about it.

Questions	Answers
What kind of public transportation can people use in your community?	
How often do you take public transportation? Why?	
How do you go to school? How much do you have to pay?	
How much do you pay if you want to take a bus to the nearest city? How many kilometers is it?	
Is public transportation safe in your community? Why?	
Do you have enough public transportation?	



#### Did you know that...

There is a Pedaling History Bicycle Museum in Orchard Park, New York, where people can see one of the world's largest collections of antique and classic American bicycles, including thousands of items of cycling-related memorabilia. From the antiques through the classics to modern bikes: social, design, manufacturing, marketing, and sports aspects are all reflected in the museum.

Available at: <http://www.pedalinghistory.com/>  
Read on february 16th, 2014.



In San Miguel de Allende, Gto., you can find a very interesting place called, Mexican Toy Museum. It contains a collection of over 1000 traditional toys. There are three permanent display rooms: one dedicated to dollhouses; another to animals and transportation; and the third one is dedicated to masks, musical instruments and miniature fairground rides. This museum is part of our Mexican customs.

Available at: [www.mexicodesconocido.com.mx/museo-juguete-popular-mexicano-san-miguel-allende-guanajuato.html](http://www.mexicodesconocido.com.mx/museo-juguete-popular-mexicano-san-miguel-allende-guanajuato.html). Read on march 6th, 2014.



### Activity 1.9

#### Find someone who...

Look at the following statements and write a complete question in the past. Check your answers and go around the class asking the questions to different classmates.

Statements	Complete sentence	Name and answer of my classmate
1 Visited a relative in the USA last year.	Example: Did you visit a relative in the USA last year?	Example: Pedro, did you visit a relative in the USA last year?  Pedro: Yes, I did (or No, I didn't)
2 Went to another city last month.		
3 Took the bus to go and visit a relative.		
4 Rode the bicycle to come to school.		
5 Ate some different food than usual.		
6 Went to buy special things for a celebration.		

Check your answers in the Answer Key.

#### Reflect on the previous activities

Were you able to fill up all the boxes?  
How did you feel speaking in English?  
Write your impressions.....




---



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---



---



## Learn more

A **wedding** is the ceremony where people are united in marriage. Wedding, traditions and customs vary greatly between cultures, ethnic groups, religions, countries, and social classes.



### Activity 1.10

Look at the two pictures and complete the information.



What are they celebrating?  
\_\_\_\_\_

SIMILARITIES

DIFFERENCES



### Learn more Used to

Customs and habits are not always the same in all the communities. In some societies they change faster than in other.

When you want to express that an activity was a past habit, we use **USED TO**. It means that it occurred in the past but not anymore, we only use it to talk about the past; there is no similar expression for the present. **Examples:**

My grandmother **used to** make her own soap, but now she buys it in the store.  
In the past my father smoked, but he doesn't now. (He **used to** smoke)

After **used to** we always use the infinitive. Never use a continuous or past tense verb. **Example:**

Correct: he used to smoke.  
Incorrect: He used to smoked, he used to smoking.

Except in negative and questions, the correct form is **USED TO**.

**Example:** I used to go to the park every Sunday.

To form questions, use **DID** and the negative form is usually **didn't use to**.

**Used to** is not a tense but it is like a tense. It is a special expression and we use it for the past only. We use it to talk about an activity that people did regularly in the past like a habit and when we talk about a situation that was true in the past.

#### Structure of used to

	Subject	Auxiliary Did	Not	Main verb use	Infinitive
Affirmative	I			used	to do.
Negative	I	did	not	use	to do.
	Subject	Auxiliary Did		Main verb use	Infinitive
Interrogative	Did	you		use	to do?

Look at these examples:

The past	The present
She used to work in a shop.	Now she works in a bank.
He used to watch a lot of TV.	Now he doesn't watch much TV.
They used to be single.	Now they are married.
There used to be a football court here.	Now there is a supermarket here.
Did you use to wear a uniform in secondary school?	Yes, I used to wear a nice uniform.



## Apply your knowledge



### Activity 2.1

Complete the sentences with the affirmative, negative and interrogative form of used to.

- Javier Hernandez \_\_\_\_\_ play for Guadalajara.
- We \_\_\_\_\_ (neg.) to have a computer, but we do now.
- \_\_\_\_\_ to play in the same football team?
- Where \_\_\_\_\_ (you) go to primary school?
- She \_\_\_\_\_ love him, but now she is married.
- This clothes store \_\_\_\_\_ be a farmer's shop.
- I \_\_\_\_\_ (neg.) like vegetables, but I do now.
- \_\_\_\_\_ (your grandparents) travel very often?
- My friends \_\_\_\_\_ invite me to all their parties, now, they don't live here.
- We \_\_\_\_\_ (neg.) to celebrate Christmas at home, now we do.

Check your answers in the Answer Key.



### Activity 2.2

In pairs describe the picture. Think about the following questions to help you:

What do you see? How many people are there? What are they doing? How old are they? Where are they? Where are they from?



Do you know how to ride the bicycle? How often do you ride it? Do you like it?

Write your answers and share them with a classmate.



## Learn more

Customs and habits evolve over time. The style of dress, music or activities for relaxation people preferred in previous eras differs from what people prefer now, partly because the symbolism some communities use to signify attractive or appropriate dress, enjoyable music or interesting activities has changed.

Free time activities or leisure activities could be characterized as activities that provide enjoyment or refreshment to the people in the community. Free time can be considered to be the residual time a person has after they have attended to the necessities of life (e.g. work, family care, self care). This time can be describes as “free time”, meaning that during this time a person is free to choose the way in which the time is spent.



### Activity 2.3

Look at the pictures and circle the activities you do during your free time.

		
Listen to music	Do/Play sport	Pray
		
Livestock show and rodeo	Watch TV	Play an instrument

Are they familiar to you? Why? \_\_\_\_\_





### Activity 2.4

Answer the following questions using your own information. Share with a classmate.

1. If you want to relax, what do you normally do?

---

2. If you want to relax with your friends, what do you usually do?

---

3. If you want to relax with your family, what do you do?

---

4. Do you have a common place where you, your friends and your family can go to relax? Where?

---



### Did you know that...

**Aztec Instruments.** The Aztecs used a variety of musical instruments. Drums included the ayoti made from a turtle shell and the teponaztli, made from a log and played with mallets. Other instruments included flutes, rattles filled with beads or pebbles, and horns made from conch and snail shells.

**Mayan Instruments.** Mayan instruments included wind instruments such as ceramic ocarinas and flutes, drums and rattles.

Available at: <http://www.ehow.com/cultures/>  
Read on march 28th, 2014.

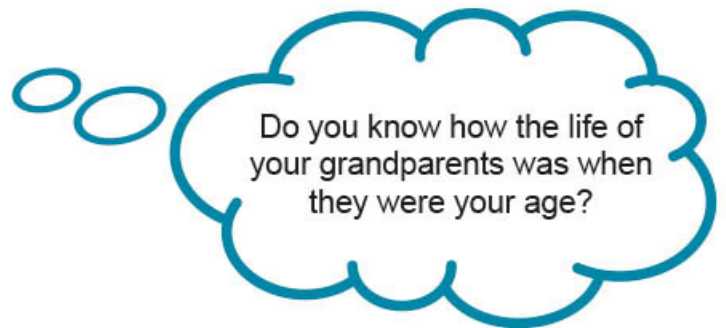


And you, do you play any musical instrument? Are you in a group? Tell your partner.



## Activity 2.5

### Reading comprehension



Think about it!

Read the following text and underline all the words you don't know. Use your dictionary and write the new words in your glossary.

#### The way we were

Lucy was a young girl in the 1960s. She wrote:

"I was a young girl in the 1960s. My friends and I used to do a lot of things. We used to go dancing every weekend; we really loved the music of the Beatles and of course, our Mexican music. My boyfriend and I used to go for picnics in the surrounding area quite often. He had a car, so he always drove to the beach. We used to go to the cinema twice a week and I loved to watch films with Enrique Guzman and Angelica Maria".

Peter Sanatu was a handsome boy when he was 18. He used to play the drums in his African tribe. He knew that music was very important because it expressed the experiences of the community. He played the drums in special occasions such as births, weddings and funerals. He used to practice every day at night because he loved the sound of his drum. He used to make his own instruments made from raw materials but now that he is a professor at the University of Accra, he only teaches music to his students.

Antonio was a nice boy from Guanajuato. When he was 17 he used to play the guitar and he was a member of the Estudiantina of Guanajuato. They used to wear many colourful ribbons. They used to give flowers to the people who would accompany them.



### Activity 2.6

Work with a classmate and decide if according to the previous reading, the following sentences are true or false. Write the reasons for your choice.

#### Right or wrong. Double entry box

	Person	True	False	Why?
1	Lucy used to be a quiet person.			
2	Lucy didn't like Mexican music.			
3	Lucy used to go to the cinema.			
4	Peter was not a handsome person.			
5	Peter used to play at important celebrations.			
6	Peter used to play the trumpet.			
7	Antonio used to cultivate flowers.			
8	Antonio didn't use to wear ribbons.			

Check your answers in the Answer Key.



### Activity 2.7

✓ The following check list will help identify some aspects that helped you complete the previous two activities. Tick X the important elements that were useful.

#### Check list

<input type="checkbox"/>	My personal reflection helped me understand more my grandparents.
<input type="checkbox"/>	The reading gave me some knowledge of customs from other countries.
<input type="checkbox"/>	The questions helped me review the grammar and the application of USED TO.
<input type="checkbox"/>	The double entry box helped me integrate the information from the reading.
<input type="checkbox"/>	The double entry box motivated me to evaluate my understanding of the reading.
<input type="checkbox"/>	The answers gave me some clues to share the information with my classmates.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



### Personal reflection

Looking back at what you have studied in English, write down some activities that have been helpful and those which have not been helpful for your learning. Share them with your teacher and classmates.

**Helpful**

**Not helpful**



### Apply your knowledge



#### Activity 3.1

Make groups of three students and put in the right order the following text. The order of the paragraphs is: \_\_\_\_\_ . When you have finished, in pairs read the whole story out loud and check your pronunciation.

#### Old times were better

(1) the morning and go to his farm. He cultivated corn, wheat and some rice, too. He used to have a nice horse and every morning he would ride it to go around his fields to see the crops. My grandmother used to cook and bring the food to the fields. She didn't use to stay with him in the fields but she used to prepare for him nice handmade tortillas, chile

(2) studies and prepare ourselves for the challenges of the society today. Probably my grandfather does not agree completely with the new means of communication, but he is very happy each time we can use the webcam to talk to and see our relatives in the United States.

(3) and my parents have lived. I love the stories my grandpa usually tells us when we eat. He keeps recalling his times when he was a farmer. His family didn't use to live in the city. He told me that he used to wake up very early in

(4) Do you recognize that sentence? Who usually says that? Is it your grand parents or even your parents? I find it difficult to believe that sentence, because there are so many good things I can see in my life today, but also I can name all the interesting things my grandparents

(5) with meat and beans. Now, they are not in the farm anymore, they live in the city with us. Sometimes, I can see that my grandfather misses his place very much but still, he keeps encouraging us to continue with our.

Check your answers in the Answer Key.



**Webcam:** A video camera that is connected to computer so that what it records can be seen on a website as it happens.



### Activity 3.2

Underline all the times you find the expression *used to* in the story and write the sentences down.

Example:  
His family didn't use to live in the city.

Check your answers in the Answer Key.

#### Reflect on the previous activities

Complete the following sentences:

The story **Old times were better** is about \_\_\_\_\_

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From the story I can identify that we can use **used to** \_\_\_\_\_

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### Activity 3.3

Listen to your teacher reading the story of the radio program and prepare for a role play.

### Radio program Old times were better, is it really true?

**Reporter:** Hi, everybody, welcome to the weekly radio program.

Old times were better, is it really true?

Today, we will have the opportunity to talk to three wonderful people from different nationalities. They will share with us some of the amazing things they used to do when they were young. I am sure they will have something to teach us.

#### Let's meet them!



**Reporter:** Hi, Melisa. Tell us your story.

**Melisa:** Well, I was born in a small place in the North of Africa, in Morocco. I used to wear the caftan, the traditional name of our typical clothes. They were very comfortable. Men and women didn't use to sit together to eat. Moreover, young girls used to stay at home with their mother and learn from her, only few of us used to go to school.

I can see that my grandchildren have a very different life today but I can tell you that I used to be very happy.

**Reporter:** Thank you, Melisa.



**Reporter:** And you, George, how was your childhood?

**George:** The only thing I can tell you is that I enjoyed my childhood; I used to read a lot, my books were my best friends; and I could say that my grandchildren love reading too. I usually rode a horse every Sunday. My son doesn't do it anymore, he lives in London and he doesn't have a horse. I miss that!

**Reporter:** Oh, sorry to hear that, George.

**George:** Don't worry; I have many other activities like having a coffee with my friends, walking through the park. You see, those things seem to be very simple but they give me the opportunity to be with my son and that makes me very happy.

### Let's meet them!



**Reporter:** Lupita, it is a pleasure to have you with us. Tell us your story.

**Lupita:** Thank you. Well, my parents and I lived in a town near the river, so we used to eat fish very often. My mother and I used to talk while she was starting the fire, I used to collect firewood from the forest and I really loved doing that, the forest was amazing and very relaxing. I used to sing "pirecuas", songs. I didn't have a great voice, but still I loved singing.

Nowadays, I enjoy singing a lot with my children and grandchildren. My grandchildren don't speak my traditional language very well, so I have to teach them through the songs.

**Reporter:** Thank you very much to all of you. Now, it is time for you at home to decide if you are still thinking that only Old times were better. See you next program.

Now that you know the story, prepare a role play simulating the interview with the elderly people. Make small groups and decide who will be the reporter and who will be the elderly people. Use your imagination!





### Activity 3.4



The following check list will help you evaluate your progress during the activity 3.3. Tick X the elements that helped you see your progress.

### Check list

	Statements
	I could identify the different nationalities and some of the customs and habits from the elderly people.
	I could notice the differences with the past and my present.
	I could follow the reading easily.
	I could find information unknown to me that helped me identify some other habits.
	I could see the practical application of USED TO.
	I could participate in the role play expressing myself with fluency and accuracy.
	I was able to collaborate with my classmates with respect during the preparation and the presentation of the role play.
	TOTAL / 7

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



## Apply what you have learned



### Activity 3.5



Sweet memories from my childhood! This activity will allow you to practice used to in your personal life.

Answer the questions from column A and give your own information. Then, go around your classroom and interview four of your classmates.

Use the following questions as your guide. Write the information in each space.

Column A	yourself	Student 1	Student 2	Student 3	Student 4
Who did you use to talk to when you were in secondary school?					
What games did you use to play when you were five years old?					
If you had a TV when you were a child, what kind of tv programs did you use to watch.					
What kind of songs did you use to sing when you were 12?					
How did you use to go to school when you were in primary school?					



### Activity 3.6

Get together with three of your classmates and write a story. You can take into consideration the exercises you did applying USED TO and the vocabulary related to means of transportation, food and leisure activities. When you finish your story, write it on some sheets of paper and paste them on the wall of your classroom. Choose someone in your group who will present your story to the rest of the group.

Points to take into consideration: Write at least 100 words in English. Include the introduction, main text and closing of the story.

### Coevaluation

Somebody said that if we evaluate our work, we would be able to celebrate our success or do it differently in case we didn't get the results we were expecting. For that reason, it is important that you take time to evaluate some of your activities. The following check list will give you the opportunity to evaluate the aspects you took into consideration during the creation of the story in activity 3.7. Grade it and write your own observations.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The story includes the opinion of all the members of the group.				
The whole story is in English.				
The story has at least 100 words.				
The story includes sentences with USED TO in affirmative and negative sentences.				
The vocabulary used is related to food, means of transportation and free time activities.				
The story has an introduction, main text and closing.				
The group decided together the person who would present the story to the rest of my classmates with respect and openness.				
All the members of the group were attentive and ready to answer the questions.				
The spelling is taking into consideration.				
Total of points				



### Activity 3.7



#### Time for reflection...

Make it a habit to tell people thank you, to express your appreciation, sincerely and without the expectation of anything in return. Truly appreciate those around you and you'll soon find many others around you. Truly appreciate life and you'll find that you have more of it.

Disponible en: <http://greatday.com/motivate/960911.html>  
Consultado el 20 de marzo de 2014.

Very shortly, write your opinion!

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#### Reflect on the following

Do you think that singing songs could help you learn English?  
Why? Write your opinion:

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### Optional activity

The following optional activity will give you the opportunity to know a song with a very beautiful meaning. If it is possible for you to listen to the song “Just my imagination” on the web, listen and complete the following activity. In case you don’t have access to the internet, listen to your teacher and complete the lyrics.



Music is an expression of yourself!



**Imagination:** Is the ability to form new images and sensations that are not perceived through senses such as sight, hearing, or other senses.

Check the lyrics in the Answer Key.

The Cranberries. “Just my imagination”  
<http://www.youtube.com/watch?v=SHoHIL2ABVQ>  
[http://www.quia.com/cz/317681.html?AP\\_rand=1101870664](http://www.quia.com/cz/317681.html?AP_rand=1101870664)  
<http://www.youtube.com/watch?v=1OgFU96ZfSg> (with lyrics)

#### The Cranberries - Just my imagination

There was a game \_\_\_\_\_  
 We would hit \_\_\_\_\_ on Friday night  
 And stay in bed until \_\_\_\_\_  
 We \_\_\_\_\_  
 We were living for the love we had and  
 living not for reality  
 It was \_\_\_\_\_ (3)  
 There was a time \_\_\_\_\_  
 I \_\_\_\_\_ my faith in love  
 It's the greatest thing from the man above  
 The game \_\_\_\_\_  
 \_\_\_\_\_ my cards upon the table  
 Let it never be said that I'd be unstable  
 It was just my imagination (3)  
 There is a game \_\_\_\_\_  
 I like to hit the town on Friday night  
 And stay \_\_\_\_\_  
 We'll always be this free  
 We will be living for the love we have  
 living not for reality  
 It's not my imagination (3)

Learn the song and sing it with your friends if you have access to the melody.



### Optional activity

✓ The following check list will give the opportunity to identify the aspects you observed during the activity 4.2 and the participation of your classmates. Select X the statements that apply to your experience and write your observations.

### Check list

	Statements	Observations
	We could do the activity in the classroom.	
	Our teacher asked us to listen to the song and complete the information at home.	
	I understood most of the song.	
	Our teacher pointed us the main aspects of pronunciation.	
	I could write correctly the missing words.	
	I couldn't follow the video or I couldn't understand my teacher when he/she read the song.	
	Most of the students were enthusiastic about the activity.	
	We sang the song together.	
	I could practice used to.	

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



## Learn more More vocabulary modals of possibility

The more vocabulary you learn, the more you will be able to express what you want to say. The following vocabulary is very useful in your school. Work in pairs. In turns, choose one of the pictures and do mimic. Can you guess the action?

			
Close your book!	Open your books on page...	Sit down, please.	Raise your hand!
			
Come in, please!	Can I close the window?	Can I turn on the lights, please?	Talk together.
			
Listen and repeat!	How do you spell...	Hand in your work, please.	Come to the board.
			
Pick up your pencil.	Stand up.	Can /May I go to the toilet, please?	Can I borrow your eraser, please?





## Activity 4.1

Make a list of other activities you do in the school and make a drawing of them.

Activity	Drawing



## Apply what you have learned



### Activity 4.2

Make sentences from the mixed up words. All the sentences are expressions used in your classroom. When you finish, check your answers with one of your classmates.

1. together /Talk
2. sentences / the/ Write /
3. expressions/ Match/ the
4. television/ Turn/your/off /
5. the/ sentences / Copy /
6. notebook/ Take / your / out /
7. questions / Ask / answer / and /
8. play / please / Can / the / again / CD/ you / ?/,/
9. repeat / please / you / that / Can / ? / , /
10. groups / Make / of 3 /
11. partner / with / Work / a /
12. in/ May / come / I / ? / please / , /
13. words / list / a / Write / of /
14. mean/ eraser / does / What / ? /
15. to/ page / Turn / number\_\_ /

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Check your answers in the Answer Key.



### Learn more

**Wh- questions** (also called information questions or open questions) require specific information in the answer. They are introduced by words such as where (place), what (object/situation), when (time), who (person), whose (possession), how (situation), why (reason).

**Yes /No questions** (also called closed questions) require a short answer: yes or no.

**Example:** Are you hungry? Yes, I am.



### Activity 4.3

Complete the following sentences with the appropriate WH question word: What / When / Where / Who / Whose / How / Why. Then, answer the questions.

1. _____ are they from?		Possible answers:
2. _____ is your birthday?		1.
3. _____ book is this?		2.
4. _____ are your parents?		3.
5. _____ is your name?		4.
6. _____ are you from?		5.
7. _____ are you crying?		6.
8. _____ is your cousin Martin?	<b>What</b>	7.
9. _____ is your house?	<b>When</b>	8.
10. _____ is this in English?	<b>Where</b>	9.
11. _____ is your father coming?	<b>Who</b>	10.
12. _____ is your brother?	<b>Whose</b>	11.
13. _____ backpack is that?	<b>How</b>	12.
14. _____ are your best friends?	<b>Why</b>	13.
15. _____ is your teacher?		14.
16. _____ new cars are these?		15.
17. _____ are you?		16.
18. _____ is St. Valentine's Day?		17.
19. _____ are you tired?		18.
20. _____ is Madrid?		19.
		20.

When you have finished, in pairs practice the WH questions. One of you says the question and the other gives a possible answer. Example: Student 1: (13) Whose backpack is that? Student 2: It's mine.



## Learn more

Clothes are an important element in all the cultures. They change according to the society and the place people live. Look at the chart and learn the vocabulary.

### Vocabulary about clothes



### Reflect on the following questions

What do young people usually wear these days?  
What did they use to wear some years ago?



Many years ago, this group of students used to wear...



These days, they are wearing...



### Activity 4.4

Look at yourself and tell your partner about the clothes you are wearing. Write some of the clothes your classmates are wearing too. You can use some of the following words.

a shirt   boots   a skirt   shorts   a sweater   shoes   sandals  
pants   a dress   a jacket   sneakers   a coat   a hat  
a tie   socks   pair of trousers

Today I'm wearing

My classmate is wearing



### Activity 4.5

In small groups, look at the following pictures and describe the differences and the similarities.



MEXICO, AMERICA



JAPAN, ASIA



HOLLAND, EUROPE



GHANA, AFRICA

Similarities

Differences

Complete the following sentence: In my community, clothes are \_\_\_\_\_  
because \_\_\_\_\_.



### Activity 4.6 Prepare a collage



Bring some pictures or drawings from home.

Make small groups of three. Find all the possible pictures related to clothes and paste them on some paper.

Write the names of as many items as possible and prepare an exhibition in your classroom.

Go around looking at all the collages of the other groups and check the new vocabulary.

Remember that when you describe some clothes, the adjective comes before the noun. **Example:** red blouse, black boots, etc.

#### Reflect on the following

Are you able to identify some traditional clothes from Mexico? How?

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Do you feel comfortable wearing them? Why?

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### Activity 4.7

The following activity will allow you to practice your conversation in English using vocabulary related to sports.

 <p>Cycling</p>	 <p>Swimming</p>	 <p>Running</p>	 <p>Soccer</p>
 <p>Gymnastics</p>	<p><b>Board game</b></p> <p><b>My favorite sport for a minute</b></p> <p>Make groups.</p> <p>In turns, toss a coin. If you get “heads” you advance one place, if you get “tails” you go further two places. Talk about the sport that is in your box for a minute. You can use information such as: Description of the sport, famous people, places where they practice, clothes they wear, etc.</p> <p>The game goes around until you get enough practice or one of you reaches the end.</p>		 <p>Volleyball</p>
 <p>Karate</p>			 <p>Basketball</p>
<p>Start the game</p>	 <p>American Football</p>	 <p>Tennis</p>	 <p>Skateboarding</p>



**Toss a coin:** To throw something into the air.





### Apply your knowledge



### Activity 5.1

#### Interview

Take the worksheet you will find next page home and interview one of your parents if you have the opportunity, if not, go and make the interview to one of the elderly people in your community. This activity will give you the chance to get to know your parents a bit more and to know the things he/she used to do when he/she was around 17.



Ask the questions in Spanish in case he/she doesn't speak English, but if you can communicate with him/her in English, please do so.

The questions are only a guide; you can ask what you consider important for you and your parents. At the end of the interview, you will need to translate the information in English and write a report.

Useful time expressions for the past: Yesterday at seven o'clock, last Sunday, last night, last summer, last year, few days ago, five days ago, some years ago, three days ago, the night before, last century.



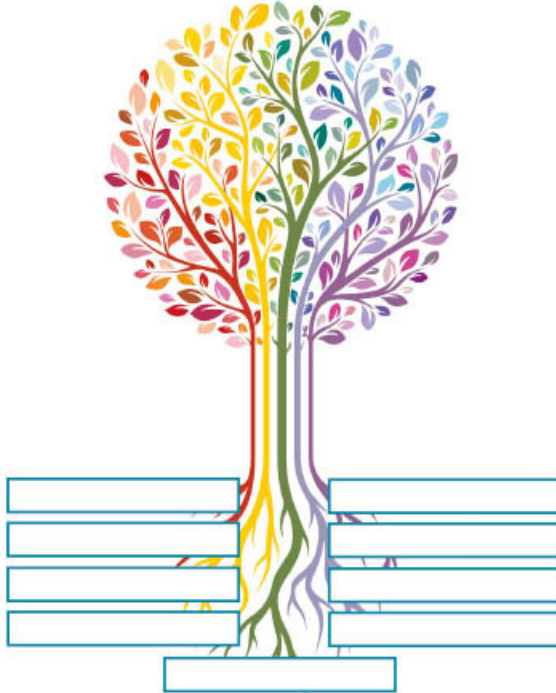
**Interview guide worksheet.** Do this activity in the local language of your family. Choose one of your relatives and ask him / her the habits he / she used to have when he / she was 17.

	General questions	Answers in local language	Answers in english
1	What's your name?		
2	How old are you?		
3	Where are you from?		
4	What do you do?		
5	Did you use to cry a lot when you were a baby?		
6	Did you use to play with your toys outside the house at night?		
7	How many hours did you use to sleep when you were 17?		
8	What kind of radio programs did you use to listen to when you were 17?		
9	How did you use to go to school?		
10	What kind of food did you use to eat when you were 17?		
11	What kind of sports did you use to practice during the weekend?		
12	What language did you use to speak during your English classes when you were in High School?		
13	What kind of books did you use to read when you were studying?		
14	How did you use to travel when you were 17?		
15	What kind of games did you use to play when you were an adolescent?		



### Activity 5.2

#### My roots are my strength



Take a moment to check the information you got from the interview (activity 5.1). The experience of your parents and their teaching have made of you who you are today.

Look at the roots of the image of the tree and write down the main activities they used to do when they were your age.

Write them in the boxes of the roots of the tree.

When you finish identifying the main activities your parents used to do when they were 17, write down a story as if you were going to present a report of the most important and famous person in your life to one of your classmates. You can begin saying...

The most important person in my life is\_\_\_\_\_. When he was small, he used to cry a lot, now, he doesn't do it anymore,...

\_\_\_\_\_



### Activity 5.3



With the information you reflected on during the previous exercises prepare your pair work activity. You could dress up and imagine you are a famous TV reporter who is looking for the person who has influenced your customs and habits the most.

Student 1:

- a. Introduces him/herself.
- b. Asks the name of the person who has influenced the life of student 2 the most.
- c. Uses the questions on the interview guide worksheet to lead the interview.
- d. The questions on the worksheet need to be adapted with the appropriate personal pronoun.
- e. Thanks the student 2 for the information given.

Student 2:

- a. Introduces him/herself.
- b. Answers the questions according to the information the student received from their parents.
- c. Thanks student 1 for the interview.

**When student 1 finishes the questions, they change roles.**



### Activity 5.4

- ✓ Once more, evaluate your progress during the interview to your parents and to your classmate. With an X the elements you consider important in your learning.

### Check list

<input type="checkbox"/>	The activity gave me the chance to get to know some of the habits and customs my parents used to have when they were 17 and talk about them.
<input type="checkbox"/>	I felt comfortable with the questions of my classmate and I was able to answer them very clearly and fluently.
<input type="checkbox"/>	I knew the pronunciation of most of the words I was speaking.
<input type="checkbox"/>	I was able to answer the questions applying USED TO.
<input type="checkbox"/>	I participated with happiness and openness during the interviews.
<input type="checkbox"/>	I was able to follow the activity in a cooperative way.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.

### Closure activity

#### Group presentation

Form groups of three or four members; use the following ideas to make a presentation attractive and with a lot of creativity. Use pictures, songs or any other material that will allow you to compare the customs and habits of your parents and the ones you have now. Identify the changes and make a short reflection about the differences.



Preparing a role play



Organizing discussion groups



Composing a song



Preparing collages

Whenever it is possible, you can also consider the following option:

Presentation with slideshows

**Rubric**

Evaluate your group presentation using the following criteria. When you finish, share and discuss the evaluation of your group presentation with your teacher.

Criteria	Excellent 4	Good 3	Fair 2	Unsatisfactory 1
The content of the group presentation has to be covered.				
The group needs to have the grammatical structure used to and present the comparison of the activities our parents used to do and ours.				
The presentation has to be creative and attractive.				
The group presentation has to include the participation of all the members.				
The group presentation should be respectful of all the other groups' opinion.				
The group presentation has to be in English.				
Total points				

0 – 10 points	Unsatisfactory
11 – 14 points	Fair
15 – 18 points	Good
20 – or more points	Excellent

Discuss this evaluation with your teacher.

### Self-evaluation

Mark the box that corresponds to your level with an X.

What am I capable of?	I am completely capable of	I can do it, but I need help	I can't do it even with help	I am not capable of
Identify vocabulary related to clothing, transportation, food, recreation, school and sports.				
Identify the characteristics and rules for "Used to" in affirmative, negative and interrogative forms.				
Use different words in questions (such as how, when, where, what and who).				
Use some expressions to refer to the past.				
Learn from and respect the habits and customs of diverse cultures.				
Talk briefly with my classmates in English.				
Help in planning and creating activities to work in groups and pairs.				
Realize about my own habits and customs.				

When you finish to answer it, show it to your teacher and talk about your progress and where do you need to improve.

## Finally

Think about the next questions and write your conclusions:

Which were the most important learnings that you achieve in Block II?

How can you make use of these learnings in your life now and in the future?

How do you relate your learnings in benefit of your community?

My conclusions are:



### My progress

*Generic and academic competences block II*

**Instructions:** At the end of Block I, is important to mark with the correct letter your level of achievement of generic and academic competencies. Use the next scales:

H = High (developed)

M = Medium (trying to develop it)

L = Low (not developed)

Generic competencies	Characteristic	Level
1. Knows and values her/himself and deals with problems and challenges taking into consideration the goals she/he has.	<ul style="list-style-type: none"> <li>Faces the difficulties and is conscious of her/his values, strengths and weakness.</li> </ul>	
4. Listens and expresses appropriate messages in different contexts, using adequate means codes and tools.	<ul style="list-style-type: none"> <li>Expresses ideas and concepts using linguistic, graphic and mathematic representations.</li> <li>Identifies the principal ideas in a text or speech and can make conclusions from them.</li> <li>Speaks in a second language in daily situations.</li> <li>uses Information and Communication Technologies in order to get and express her/his ideas.</li> </ul>	
7. Learns by personal initiative and interest through her/his life.	<ul style="list-style-type: none"> <li>Defines goals and keeps monitoring her/his own process of knowledge construction.</li> </ul>	
8. Takes part and contributes effectively in different groups.	<ul style="list-style-type: none"> <li>Expresses her/his points of view and take into account those of other persons</li> <li>Is responsible of a constructive attitude, coherent with her/his knowledge and abilities in different work groups</li> </ul>	
10. Keeps a respectful attitude towards interculturality, and the diversity of values, beliefs, ideas and social practices	<ul style="list-style-type: none"> <li>Assumes that respect of diversity is the principle of assimilation and social harmony in local, national and international contexts.</li> </ul>	

Academic Competencies	Level
1. Identifies, arranges and analyzes ideas, data, explicit and implicit concepts of a text; keeping in mind where it was written and the present.	
2. Asses a text comparing its content with others, using her/his previous and new knowledge.	
4. Writes texts with the rules of the language, considering the intent and communicative situation.	
5. Expresses ideas and concepts in coherent and creative documents with clear introduction, body and conclusion.	
8. Appreciates the logical thought of communication process in her/his daily and academic life.	
10. Identifies and analyzes the general idea and the possible development of an oral or written message, in a second language, using previous knowledge, non-verbal language and context.	
11. Communicates in a foreign language through a logical speech (written or oral) coherent with the communicative situation.	
12. You use Information and Communication Technologies in order to research, solve problems, create documents and sends information.	

When you finish to answer these scales, show them to your teacher and talk about your progress.

# BLOCK III

Describing activities that took place in the past



## Block III



## Objetos de aprendizaje que se abordan

1. Vocabulary: clothes, meals and music.
2. Grammar: simple past and past continuous.
3. Use of when and while.
4. Connectors: first, then, after, later and after a while.

## Recomendaciones para el aprendizaje (actividades)

Para el logro en el desarrollo de competencias, deberás realizar en cada uno de los bloques: actividades individuales y de trabajo colaborativo que te permitirán la práctica en la escritura, el habla y la escucha del idioma inglés. Al finalizar cada bloque realizarás un conjunto de actividades de cierre para evidenciar tus aprendizajes.

## Competencias disciplinares que se desarrollan

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Expresa ideas y conceptos en composiciones coherentes y creativas, con introducción, desarrollo y conclusiones claras.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y el contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

## Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa con base en las actividades realizadas.
- Evaluación sumativa integradas como portafolio de evidencias.
- Coevaluación y autoevaluación.

### Introduction

Block III, Describing activities that took place in the past will help you to reflect on some festivals in your community, your country and around the world. You will be able to practice your English describing two simultaneous situations that happened in the past using simple past and past continuous. You will find a narrative text about festivals.

This block is a great opportunity for you to reflect on your own culture and to see some festivals as a happy expression of your humankind.

### What is the purpose of Block III?

In block III you will be able to explain in an oral and written form activities that took place in different contexts; identify specific information in an oral or written text and write about the activities that were realized in your region, your state, your country and the world. Moreover, you will be able to use the grammatical structure of the simple past and past continuous to describe activities that happened in a specific moment. Finally, the new vocabulary for clothes, meals and music, as well as the use of relative pronouns and connectors, will give you more tools to improve your level of English.

## Learning evidences

The competencies proposed in this block will be evaluated through your activities which are called your final learning evidences. You need to write the name and number of the block, the number of the activity and the date in your English notebook. The main activities you need to have at the end of the block are:

<i>What do you know?</i>	<i>Let's begin</i>			<i>Closure activity</i>
A. Crossword	1.1 Personal list of festivals	2.1 Reading narrative text part 1	3.1 Writing a narrative text	4.1 My talkative palm
B. Pair activity	1.2 Complete information	2.2 Double entry box	3.2. Narrative text on the bulletin board	4.2 Pair activity
C. Questions and answers	1.3 Vocabulary selection	2.3 Specific time activity	3.3 Rubric	4.3 Rubric
D. Matching activity	1.4 Written message	2.4 Complete the questions		
	1.5 Picture description	2.5 Write the verbs		
	1.6 Check list	2.6 Narrative text part 2		
		2.7 List of verbs		
		2.8 Complete the sentences		
		2.9 Complete sentences		
		2.10 Following the story		
		2.11 Write connectors		
		2.12 Narrative text part 3		
		2.13 Match festival and place		
		2.14 Check answers		
		2.15 Read and answer		
		2.16 Check list		
		2.17 Graphic organizer		

When you finish one of the activities, paint the box to indicate it.



## What do you know?

(Previous knowledge and competencies)

A. Look carefully at the following crossword and find the twenty verbs that are hidden. The verbs are irregular and they are in the simple past. Cross a line through each verb when you find it.

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

Clue: These are the verbs you need to find, but in simple past.

eat		sing		go		write		forget	
see		do		speak		tell		grow	
cut		find		swim		drive		ring	
bring		know		think		fight		become	

Check your answers in the Answer Key.

B. Complete the following conversation with the appropriate form of the verb in parenthesis.



**Meeting again!**

**Martin:** Hi friends, How 1. \_\_\_\_\_ (be) you?

**Lucy:** Hi Peter. We 2. \_\_\_\_\_ (be) fine. And you? We 3. \_\_\_\_\_ (neg. see) you last week. What 4. \_\_\_\_\_ (happen) to you?

**Martin:** Nothing special, I 5. \_\_\_\_\_ (have) to go to Monterrey to get a new certificate.

**John:** Why? Did you 6. \_\_\_\_\_ (have) any problem in the school?

**Martin:** Oh, no. It's just because I 7. \_\_\_\_\_ (lose) the original last month and I 8. \_\_\_\_\_ (need) a new one.

**George:** And, how 9. \_\_\_\_\_ (be) your trip?

**Martin:** It 10. \_\_\_\_\_ (be) fine. My brother and I 11. \_\_\_\_\_ (go) together by bus.

**Lucy:** That's nice, at least you 12. \_\_\_\_\_ (neg. have) to travel alone. Let's go to class, our teacher is here.

Check your answers in the Answer Key.

C. Read the following questions and choose the appropriate answer.

1. What did you do yesterday?

a) I went to school.    b) I study at home.    c) I am fine.    d) I watch TV.

2. When did you plant this tree?

a) In three years.    b) Last month.    c) Next summer.    d) Next Monday.

Check your answers in the Answer Key.



D. Match the information from the columns A, B and C. Make complete sentences. Tell your partner.

No.	A	B	C
1	My father	your children	milk when he was a child.
2	What are	more expensive	my friend in Montreal.
3	Last week,	used to drink	on Sundays?
4	How tall	to the park	doing in the garden?
5	This car is	we visited	he looks very tall indeed.
6	Do you go	is your boyfriend?	than the red one.

Write the sentences:

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Check your answers in the Answer Key.

### Reflect on the previous activities



Were you able to find the verbs in the simple past and write them correctly?

Could you match all the columns and formed sentences?

Can you identify the sentences in the present and simple past in the affirmative and negative form?

*If you had any problem, it is time to ask your teacher for a general review of the present simple, simple past and the construction of the sentences.*

## Let's begin Festivals

Festivals are a series of **performances** of music, plays, films, etc., usually organized in the same place once a year. They are a series of public events connected with a particular activity or idea and can be a day or period of the year when people stop working to celebrate a special event, often a religious one.

Festivals are very important in several ways, historically, religiously, socially economically and culturally in the lives of the people of the community.

**Historically:** Festivals make people know more about their origin. In some cultures, Festivals make people recollect the noble past of their ancestors, and express their gratitude to them.

**Religiously:** There is a continuity between the dead and the living, the people in the community ask for material prosperity, peace and a long life for their members.

**Socially:** Festivals serve as reunion of family members, relatives and friends.

**Economically:** Festivals bring most of the community together, this helps them to initiate development projects. Visitors who also come to witness the festival contribute economically to the community.

The rich cultural heritage of the people is usually manifested during festivals. People in the community may wear the traditional clothes, play their typical music and prepare their traditional food.



**Performance:** an activity (such as singing a song or acting in a play) that a person or group does to entertain an audience.



### Personal reflection



Do you know an important festival in your community? What do people do?

Do you think festivals have any effect on the people of your community, on your family and even on yourself?

Write your opinion and answer the previous questions.

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### Activity 1.1

Write the names of the different festivals you know.



### Activity 1.2

According to your opinion, complete the following information.

A traditional festival is: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Traditional festivals are good for my community because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Traditional festivals are not good for my community because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Learn more

Clothes, music and food are very important in traditional festivals. The following chart will give you more vocabulary to express yourself when you want to talk about festivals.



### Activity 1.3

Look at the following vocabulary. There are three different categories: clothes, meals–food and musical instruments. Choose the words and write them in the corresponding column. There are 15 words in each category.

# Block III

Describing activities that took place in the past

breakfast 	meat balls 	dress 	handkerchief 	fish 
apron 	cymbals 	tomato sauce 	ice cream 	belt 
olives 	lunch 	flute 	harp 	saxophone 
shirt 	cloak 	shawl 	xylophone 	mashed potatoes 
drum 	stew 	supper 	keyboard 	tambourine 
scrambled 	high heeled shoes 	hat 	soup 	organ 
underwear 	guitar 	clarinet 	trombone 	steak 



**Clothes**

**Meals - Food**

**Musical Instruments**

Check your answers in the Answer Key.





### Did you know that...

#### La Bamba

“La Bamba” is a Mexican folk song, originally from the state of Veracruz. It combines Spanish, indigenous, and African musical elements. The song is typically played on one or two arpas jarocho (harps) along with a type of guitar called the jarana jarocho and the requinto jarocho. The dance displays the **newly-wed couple’s** unity through the performance of complicated, delicate steps in unison as well as through creation of a bow from a listón, a long red **ribbon**, using only their feet.



Available at: <http://www.listnerd.com/list/best-musical-game-song-off-all-time>. Read



**Newly-wed couple:** Two people just married.

**Ribbon:** A narrow strip of material, used for decoration.





## Activity 1.5

In pairs, look at the following pictures and describe what you see. In turns, tell each other the place where they are, what they are doing, the clothes and colors they are wearing, the instruments they are playing, the food people are eating, etc.



Can you identify where the pictures were taken? \_\_\_\_\_

Is there something similar in your community? \_\_\_\_\_

Name the similarities \_\_\_\_\_

Are there many differences in your community? Write some of those differences.

\_\_\_\_\_



### Activity 1.6



It is important to reflect on your learning. Mark with an X the things you can do up to now.

#### Check list

	1. Identify, write and say the meaning of some irregular verbs in the simple past.
	2. Differentiate sentences in affirmative, negative and interrogative form, in the present simple and in the simple past.
	3. Name and use some vocabulary related to food, clothes and music in festivals.
	4. Write a short story using your previous knowledge and incorporate the new information you have learned.
	5. Describe with a partner some pictures with respect and openness.
	6. Talk about some festivals of a particular culture in Mexico.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



### Learn more Narrative text

To narrate is to tell a story. A narrative is a description of events, especially in a story or novel.

A narrative text is a story that entertains the reader or listener. It is a description of events, especially in a tale or novel. A narrative text will tell a story (usually about something that happened to you) in such a way that the readers learn a lesson or gains insight.

A personal narrative is a story typically written from the writer's point of view. It can also express an incident that happened to someone else.



### Learn more Writing a narrative text



*An emotional experience is often the subject of a personal narrative.  
Karen LoBello*

There are several ways to express sequences in narrative events:

Continuing: first, then, after that, next, as soon as, immediately, finally.

Interrupting: Suddenly, unexpectedly.

The focus of a narrative written text is the plot, which has to include enough details to build to a climax.

The narrative text needs to include the following elements:

- It is usually told chronologically. The sequence of events is the order things happen in a narrative text.
- It usually has a purpose, which is usually stated in the opening sentence.
- It may use dialogue.
- It is written with sensory details and vivid descriptions to involve the reader. All these details relate in some way to the main point the writer is making.

A narrative text needs to include an introduction, main body and conclusion. The introduction, the first paragraph of a personal narrative introduces the subject, and sets the scene for what is about to follow. It has to be clearly identified the experience you are about to relate and clearly explained who was involved and when and where the incident occurred.

The main body of the narrative text has to describe the plot as it happened. Sufficient details help to make the characters real.

The last paragraph of a personal narrative, the conclusion, brings the information together and closes the story. It describes the resolution.



## Activity 2.1

Read part 1 of a narrative text about Gina's dream and answer the questions.

### Part. 1 Gina's dream

When one of my dreams became true

When I was a child I was a very ordinary girl, I enjoyed playing with my dolls and friends, I used to ride the bicycle twice a week, and of course, I loved plenty of candies. I didn't have any brother or sister, but happily, I had many cousins who were like my brothers. I had a wonderful dog whose name was Tintin; we used to play a lot each day.

My grandmother loved festivals; she usually participated in the dancing group, she taught us some dances. We performed several times in the Church's and school's festivals.

I remember very well that one day, while we were dancing, it began to rain very heavily. At the beginning we didn't know what to do, but we continued dancing.

It was a wonderful experience and from that moment on, I realized that festivals bring people together and that they are really an expression of ourselves; they bring happiness to the community.

I was only 7 years old when I had a dream. I wanted to be a member of a cultural group and share my Mexican traditions with people all over the world.

After 10 years, my dream became true.



### Activity 2.2

#### Right or wrong. Double entry box

Read the following statements from part 1 of the reading from Gina's dream and put a check if the sentence is right or wrong. If the statement is wrong, write the correct information and check the answers with your classmates.

	Part 1.	Right	Wrong	Correct information
1	Gina enjoyed playing tennis.			
2	Her grandmother loved festivals.			
3	Gina didn't participate in school's festival when she was a child.			
4	She was 12 years old when her dream arose.			
5	She only wanted to share her traditions with mexican people.			

Check your answers in the Answer Key.

#### Reflect on the following questions

When you were a child, did you have any particular dream to follow? Which one?

As a young person, do you have any dream for your future?  
Write it down.



#### Learn more

Remember that the simple past is used to express a past action that has now finished.

**Example:** The teacher left two hours ago.

The time expressions that are used with the simple past are for example: last year, last month, five days ago, yesterday, in 1990.

The past continuous expresses a past activity that has duration.

**Example:** I met my girlfriend while I was studying secondary school.

With the past continuous, the exact moment in time is always clear: at one o'clock in the afternoon, at midnight, during recess.

The past continuous expresses an activity in progress before, and probably after, a time in the past.

**Example:** It was raining when I woke up this morning.

The past continuous of any verb is composed of two parts:

1. The past tense of the verb to be (was /were)
2. The base of the main verb + ing.

**Affirmative**

Subject	Verb to be (past)	Base form verb + ing
You, we, they	were	singing.
I, he, she, it	was	dancing.

**Negative**

Subject	Verb to be (past)	Base form verb + ing
You, we, they	were not = weren't	singing.
I, he, she, it	was not= wasn't	dancing.

**Interrogative**

Verb to be	Subject	Base form verb + ing ?
Were	You, we, they	singing?
Was	I, he, she, it	dancing?



### Activity 2.3

Tell a specific time in the past when you were doing these things. Write it down.

**Example:** study - I was studying at 10: 00 last night.

1.Sleep: \_\_\_\_\_

2.Study: \_\_\_\_\_

3.Watch television: \_\_\_\_\_

4.Walk to school: \_\_\_\_\_

5. Eat breakfast: \_\_\_\_\_

Check your answers in the Answer Key



### Learn more

If you want to ask questions about a particular moment in the past, you can use:

“What were you doing...?”

**Example:** at seven o’ clock this morning

Question: What were you doing at seven o’ clock this morning?

Answer: I was eating breakfast.



### Activity 2.4

Use the following times of the day and write the corresponding question. Write your possible answers.

1. at six o' clock this morning  
A:  
B:
2. at this time yesterday  
A:  
B:
3. before you came to school  
A:  
B:
4. last Sunday at 11:00 a.m.  
A:  
B:

Check your answers in the Answer Key.

## Past continuous

### Interrupted actions in the past

We use the **past continuous** to indicate that an action was in progress in the past and was interrupted. Sometimes a continuous past event (such as running, reading, eating, talking, dancing, sleeping, jumping, etc.) is interrupted by a momentary event. In these cases, we use the past continuous for the continuous event and the simple past for the momentary event.

**Examples:** The children were playing.  
The mother was sleeping.

We also use the past continuous to describe several actions in progress at the same time in the past, usually to set a scene.



#### Examples:

Last night at 7:00 pm:  
My father was cooking.  
My mother was watching TV.  
Mary and Peter were playing.



### Past continuous form When and While

**When** introduces a second action. The second action interrupted the on going action. Use the simple past with the when clause and the past continuous for the ongoing action.

You use **while** and the past continuous with two actions in the same sentence to express the idea that both actions were happening at the same time. The actions are parallel.

#### Examples:



The baby was sleeping **when** the telephone rang.



John was jumping the rope **when** he fell and broke his leg.



The children were marching **while** the boy was selling snacks.



**Simultaneously:** (Adverb). Something happening at the same time.

**Ongoing:** Continuing to exist, happen or progress.



### Activity 2.5

Write the verbs into the past continuous or simple past.

- 1.A: What \_\_\_\_\_ (you/do) when the phone \_\_\_\_\_ (ring)?  
 B: I \_\_\_\_\_ (watch) television.
- 2.A: Where \_\_\_\_\_ (you / be) when the teacher \_\_\_\_\_ (come)?  
 B: I \_\_\_\_\_ (buy) some water to drink.
3. A: Why \_\_\_\_\_ (you / ride ) your bicycle so fast?  
 B: Because I \_\_\_\_\_ (have) to take the letters to my uncle.
4. A: What \_\_\_\_\_ (your father / do) when your mother \_\_\_\_\_ (fall)  
 B: He \_\_\_\_\_ (visit) my grandparents.
- 5.A: Where \_\_\_\_\_ (you/ be) while your friends \_\_\_\_\_ (organi-  
 ze) the competition?  
 B: I \_\_\_\_\_ (buy) the snacks for the school party.

Write when or while accordingly.

1. My friend was singing \_\_\_\_\_ the electricity went off.
2. Last night I was cleaning my room \_\_\_\_\_ my sister was studying.
3. It was raining very heavily \_\_\_\_\_ my classes finished.
4. My brother was swimming in the river \_\_\_\_\_ he saw a big fish.
5. Many people were dancing in the church \_\_\_\_\_ the fireworks were star -  
 ting.

Check your answers in the Answer Key.



### Activity 2.6

On the activity 2.1, you read the part 1 of a narrative text about Gina's dream. Do you remember what was that dream? If you do, write it down, if you don't then go back to the activity and read the text again.

Gina's dream was: \_\_\_\_\_

Now, we will continue with the second part of her story. In pairs and in turns, read the second part of the story and underline all the verbs you find in the simple past and past continuous. Add the new words to your Glossary and check the meaning in your dictionary.

#### Part 2. Cumbre Tajin Festival

When I was 17, I was part of a dancing club and we had the opportunity to perform in different parts of the country. One of my favorite places was in Veracruz during the Cumbre Tajin. When we arrived there, The Voladores de Papantla were climbing the post. I was amazed by the surrounding area; there were thousands of people watching.

We saw 5 men climbing the post. They were dressed in red pants and a white shirt, a cloth across the chest and a cap. The clothes were embroidered and decorated beautifully, their hat was adorned with flowers for fertility and the mirrors representing the sun.

Later on, while the Voladores were performing, the tourists were taking a lot of pictures.

I knew that this festival celebrates the spring season as a time of renovation.

We were really taken by this traditional celebration and when I was running to take a close picture of the Voladores de Papantla, the director called us to go and prepare ourselves for the presentation.

After a while, our director explained to us that The Dance of the Voladores de Papantla, is an ancient ceremony originated possibly by the Totonac people who wanted to ask the gods to end a severe drought and bring back the rain because the people were suffering a lot.

Two years after our presentation in Tajin, Veracruz, our cultural group was invited to an extraordinary tour out of Mexico. When I got the news, I couldn't believe it.

The organizers of the festival in Tajin were inviting us to perform in three different continents; in Asia, Africa and Europe. I couldn't believe it. When I gave the news



to my parents, my mother was drinking water and she dropped the glass. She was really surprised, (just like myself; and we both were filled with joy and happiness).

Luckily, we all got permission from our parents and we began our extraordinary journey.

Our first stop was in China, then Ghana in West Africa and after a while, in The Netherlands in Europe.



### Activity 2.7

Make a list of the verbs in simple past and past continuous you underlined.

Verbs in simple past	Verbs in past continuous

Check your answers in the Answer Key.



### Activity 2.8

Read the second part of the story again and complete the following sentences.

1. When Gina and her group arrived in Cumbre Tajin,  
\_\_\_\_\_.
2. While the Voladores were performing the celebration,  
\_\_\_\_\_.
3. When Gina was running to take a close picture of the Voladores de Papantla,  
\_\_\_\_\_.
4. When Gina gave the news to her parents,  
\_\_\_\_\_.

Check your answers in the Answer Key.



### Activity 2.9

In pairs complete the following sentences from part 2 of Gina's dream. In turns one student says the first part of the sentence and student 2 the second part.

	First part of the sentence	Second part of the sentence
1	I was part of a dancing club and...	
2	When I was running to take a close picture of the Voladores,	
3	I knew that this festival celebrates...	
4	A cloth across the chest and a cap,	
5	The Dance of the Voladores de Papantla is...	
6	After two years of our presentation in Tajin, Veracruz.	
7	When I gave the news to my parents,	
8	Our first stop was...	

Check your answers in the Answer Key.



### Activity 2.10

Imagine you were one of the observers at Cumbre Tajin, and you were watching Gina and her group dancing. Complete with your own information the following sentences.

1. When Gina and her partners were dancing,

\_\_\_\_\_.

2. The Director was checking the sound while

\_\_\_\_\_.

3. The people in the Cumbre Tajin were clapping when

\_\_\_\_\_.

4. Some sellers were shouting while

\_\_\_\_\_.

5. The women in the festival were talking when

\_\_\_\_\_.



### Learn more Connectors

A connector is a word that links two or more words or sentences together. We use the **connectors of sequence** to order events. The most popular connectors are: last, first, next, then, after that, later on or after a while and finally.

#### Examples:

**Last Saturday** I had a beautiful day.

**First**, I received the visit of my best friend.

**Next**, my mother prepared for us something very delicious.

**Then**, we ate together.

**After that**, we went to play.

**Later on**, we rested because we were tired.

**Finally**, my friend went back home.



### Activity 2.11

Choose the correct connector of sequence from the box and complete the paragraph.

finally      after that      then      first      next

Yesterday, I had a difficult day. \_\_\_\_\_ I got up late, so I had to run to take the bus. \_\_\_\_\_, I missed the bus. I arrived late for my exam. \_\_\_\_\_, my teacher told me to hurry up because my classmates were about to finish their exams. \_\_\_\_\_, I noticed that the exam was not that difficult and I relaxed a bit. \_\_\_\_\_, when I wanted to eat my lunch, I realized that I didn't bring it and I \_\_\_\_\_ was really hungry.

Check your answers in the Answer Key.



#### Did you know that...

**Cotton candy** is a treat found at nearly all festivals and street fairs.

Cotton candy in its **current** form is a relatively new sweet at only a hundred years old, but versions of cotton candy called spun sugar were popular with the upper class dating back to the 1400s in Italy.



And you, do you like "algodones" (cotton candy)? Why? \_\_\_\_\_



**Current:** Of the present time, happening now.





### Apply what you have learned



#### Activity 2.12

Finally, you will read the last part of Gina's dream. Do you remember the festival she talked about in part 2? Write the name of it: \_\_\_\_\_. After that, underline the connectors of sequence you may find (first, then, after, later on, finally).

#### Part 3. International Festivals

First, we arrived in China. There we had a presentation during the Dragon Boat Festival. It was amazing! People were eating a lot of rice dumplings. They were racing dragon boats, hanging icons of a mythic guardian figure called Zhong Kui and they were wearing perfumed medicine bags. Then, we heard that all of these activities were supposed to promote good health and well-being of the people in the community.

After, we saw some boats. What I liked the most was the dragon boat we had the opportunity to race. It had the front end shaped like open-mouthed dragon, decorated with bright designs. We were only two days in China because we had to fly to Ghana.

Later on, in the north of Ghana we were present during one of the most traditional festivals in a city called Tamale. It was the Takai festival.

We saw plenty of men gathered around with drums and dances. The dancers were dressed with a traditional clothes called smock.



They were gathered in large circles where some of them were playing the drums. Some other members of the African group were dancing holding a metal wand in their hand. After a while, when the dancers turned towards each other, they touched each other's wand creating a big sound.



It was a colorful and vibrant part of the Ghanaian culture.

From Ghana, we traveled to the Netherlands. This festival was a bit different but awesome. We didn't have to dance; the only thing we had to do was to admire...



Our words could not describe the beauty we were observing. It was a fabulous tulip spring garden. There were many people from different parts of the world walking, cycling, and enjoying the tulip garden shows, mosaic pathways and photography competitions.

The tulip gardens were really beautiful, inspirational and like works of art.

When I was taking the pictures, my mind brought me back to Mexico. How I wish my family was there with me, but luckily, my journey was about to finish. Back in Mexico, when I had the chance to write all these memories, I concluded that festivals were really important for humanity, for my family and of course, for myself.

Finally, I could say that, thanks to my love for traditional festivals, my dream as a child came true; I was a member of a cultural group and I could share my Mexican traditions with people from three different continents.

Check your answers in the Answer Key.



### Activity 2.13

The following table includes traditional festivals from various continents. Match the festival and the place where they come from.

			
Tajin Festival	Dragon boat Festival	Takai Festival	Tulip Festival

1	Takai Festival	a	Veracruz, Mexico, America
2	Dragon boat Festival	b	Amsterdam, The Netherlands Europe
3	Tajin Festival	c	Tamale, Ghana, Africa
4	Tulip Festival	d	Beijing, China, Asia

The answers are:

1 \_\_\_\_, 2 \_\_\_\_,  
3 \_\_\_\_, 4 \_\_\_\_



### Activity 2.14

Read the following statements from part 3 of Gina's dream and put a check if the sentence is right or wrong. If the statement is wrong, write the correct information and check the answers with a partner.

	Part 1.	Right	Wrong	Correct information
1	The festival in China was supposed to promote the market.			
2	The festival in Ghana didn't have any music.			
3	The festivals in Ghana and China were very colourful.			
4	The festival in Amsterdam was like a spring tulip garden show.			
5	Gina didn't find festivals important.			

Check your answers in the Answer Key.



**Activity 2.15**



Make groups of 3 students and read the three parts of Gina's narrative text: Part 1: Gina's dream; Part 2: Cumbre Tajin Festival; Part 3: International Festivals and answer the following questions. Then discuss it with your group.

1. How do you think that the family of Gina influenced in her love for traditional festivals? \_\_\_\_\_

---



---

2. What were the four festivals that Gina wrote about in her diary and what were the main activities people were doing?

Name			
Activities			

3. Do you consider that traditional festivals were something that motivated Gina's life? How?, and why do you think that?

---



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Check your answers in the Answer Key.



Did you know that...

Mexico is in América

China is in Asia

Ghana is in Africa

The Netherlands is in Europe



Fireworks are important in festivals!

### Reflect on the previous activities

Do you think that people all over the world need to have traditional festivals? Why?

What can you do to promote the positive aspects of traditional festivals in your community?

Write your conclusion and share your opinion with a classmate.



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### Activity 2.16



Very briefly, identify your progress up to now. Mark with an X the things you can do.

### Check list

	1. Identify the main points of a narrative text about traditional festivals.
	2. Find the verbs in simple past and past continuous in a narrative text.
	3. Name and identify in a narrative text the activities people do in traditional festival.
	4. Work in small groups to share my opinion about traditional festivals.
	5. Present my opinion in public while talking about traditional festivals and its importance in our community.
	6. Summarize the information of the four festivals Gina's story was talking about.
	7. Discuss with my classmates the four festival and identify the places where they were celebrated.

Check the elements you didn't achieve and work on them.

Ask your teacher for help if you need it.

*Learning a second language not only has cognitive & academic benefits, it also*



*supports a greater sense of openness to -- and appreciation for- other cultures.*

*-- Tochon, 2009.*



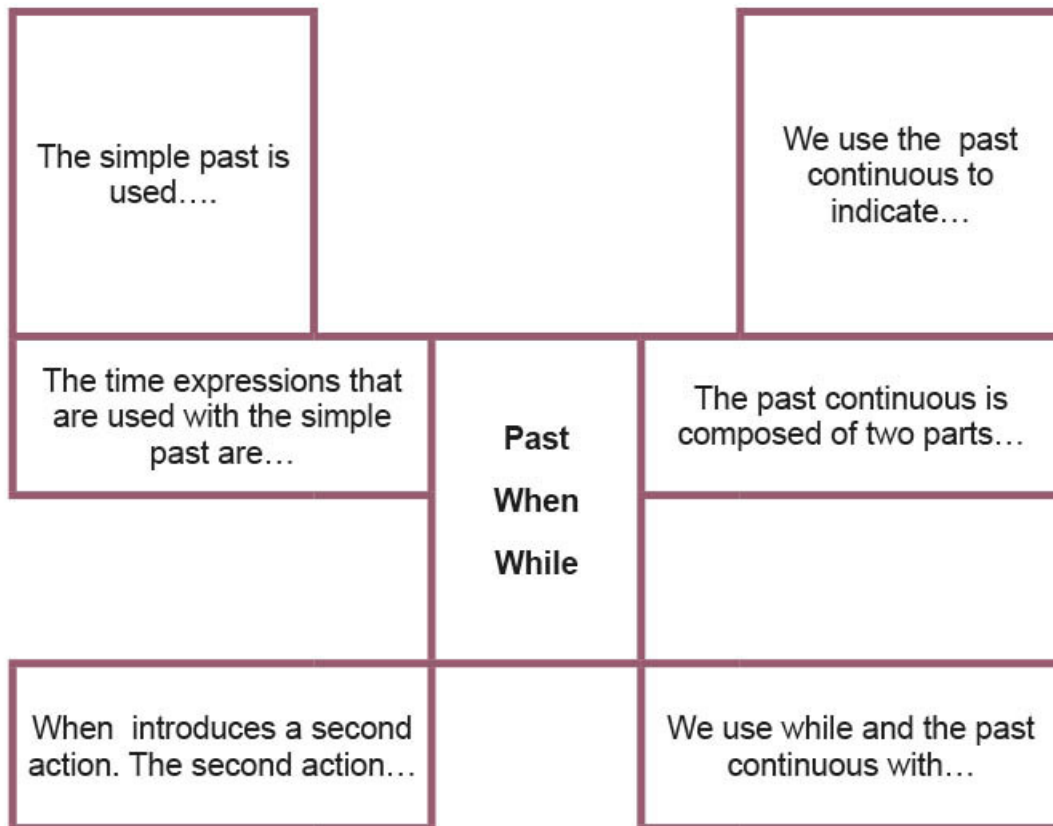
### Apply what you have learned



#### Activity 2.17

In small groups complete the following sentences from the boxes of the graphic organizer. The sentences are related to simple past, past continuous, when and while.

Remember that a graphic organizer is a communication tool that uses visual symbols to express knowledge, concepts, thoughts or ideas, and the relationships between them. They can help you organize, classify and visualize your ideas to communicate more effectively.



Check your answers in the Answer Key.



### Activity 3.1

Write a narrative text using the following criteria:

1. The principal topic of the writing has to be related to a traditional festival or event.
2. The introduction needs to have the name of the festival, the place where it is celebrated and the date of the celebration.
3. The main part of the narrative text has to describe the typical clothes people wear, the typical food people prepare, the principal activities people organize for that festival or event, the roles that men and women of that community play during the preparation of the festival or event and during the day of the festival or event.
4. The conclusion of the writing has to present the personal opinion of the student.
5. The writing has to include the use of simple past and past continuous.
6. It has to present at least four sentences with WHEN or WHILE.
7. It needs to have at least four paragraphs (of about 50 words each), using some connectors of sequence such as first, next, then, after, later on and finally.
8. It has to include some drawings of the most representative items of the festival or event. It could be some drawings of the clothes, food or music of the festival.





### Activity 3.2

Share your writing with your classmates. If you have any questions, ask your teacher for help and correct any mistake you could have found. Finally, paste your narrative text on the school bulletin board.



### Activity 3.3

Coevaluation. Get in pairs and evaluate the narrative text of your classmate using the following rubric.

0-Didn't accomplished	1-Not enough	2-Regular	3-Good	4-Very Good		5-Excelent		
Criteria			0	1	2	3	4	5
1. The main theme of the text is about a festival or event.								
2. The introduction includes the name of the festival or event, place and date of it.								
3. The body of the text includes elements of the traditional festival or information about typical food, clothing and principal activities realized.								
4. The narrative text includes the roles that men and women play before and during the festival or event.								
5. The text's conclusion includes author's opinion.								
6. Narrative text includes sentences with the proper rules for past simple and past continuous.								
7. The text includes at least four sentences with When, while or relative pronouns.								
8. Narrative text contains at least four paragraphs and connectors like first, next, then, finally, after or later on.								
9. Narrative text includes drawings of the most representative items of the festival or event, such as clothing, food or music.								
10. The narrative text is written without spelling and grammar mistakes.								

At the end of the co-evaluation, summarize the points and check your score:

Score	Results
0-15	The narrative text doesn't include the characteristics of this type of document (or just in few cases)
16 -35	The narrative text includes the basic rules, doesn't have them all.
36-50	The narrative text includes all the characteristics for this type of document. Can be read easily and has no mistakes.

Discuss this evaluation and the whole experience with classmate and your teacher.



## Learn more

Oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication, and find out how you can improve your own oral communication abilities.



## Activity 4.1

The following activity will help you practice your English in an informal way.

You have to remember one of the festivals you recently went to or any festival that you attended. Try to imagine all the context of the festival and complete the information of the page My Talkative Palm.

When you finished, share your answers with your classmates.

Make complete questions like:

Did you go to The Death festival last November in Janitzio?

Were people at The Death festival placing flowers on the tomb?

Take the chance to interact with your classmates and share your experiences together.

## My talkative palm

Name of the festival where you were present:

Date of the celebration of the festival:

You went to the festival with:

Activities people were doing in the festival:

Activities you were doing during the festival:

Things you liked of the festival:

Things you didn't like of the festival:

## Closure activity



### Activity 4.2

Take the information from the activity *My Talkative Palm* and sit together with one of your classmates to talk about it. Add your personal impressions and ask your partner to sign your **worksheet** as an expression of collaboration and friendship. This partner has been a witness of your experience in a festival. Finally, thank your friend and if there is still time, go to another partner and listen to his/ her experience.



**Worksheet:** It is a piece of paper on which activities are worked.

### Activity 4.3

Evaluate your pair activity using the following rubric.

0-Didn't accomplished	1-Not enough	2-Regular	3-Good	4-Very Good	5-Excelent			
Criteria				0	1	2	3	4
1. The conversation was about the information of "My talkative hand" activity.								
2. Both of us participated in the and shared our information								
3. Included sentences with the proper rules for past simple and past continuous, as well as connectors.								
4. The conversation was rightly understood by both participants.								
5. The time we spent sharing information was at least 10 minutes.								
6. We listened carefully to each other and showed respect to her/his participation.								

At the end of the evaluation, summarize the points and check your score:

Score	Results
0 - 8	The dialogue didn't take place with the information of "My talkative palm" and didn't use the grammar rules for this block.
9 - 16	The dialogue contained the information of the activity, but the couple used a few sentences with past simple and past continuous.
17 - 24	The couple talked easily and had no mistakes using past simple, past continuous and shared all the information about the festivals.

### Self-evaluation

Mark the box that corresponds to your level of achievement with an X, you need to be honest.

What am I capable of?	I am completely capable of	I can do it, but I need help	I can't do it even with help	I am not capable of
Identify vocabulary related to clothing, music and food in different festivals or events.				
Identify the characteristics and rules for past simple, past continuous and the use of when and while.				
Use different connectors (such as first, then, after, later, finally).				
I learn about festivals of my community, Mexico and other countries.				
Narrative text includes my experiences and sentences with the proper rules for past simple and past continuous.				
I feel comfortable when I share information in english (written and spoken).				
I know the importance of my community's festivals and my cultural heritage.				

When you finish to answer it, show it to your teacher and talk about your progress and in where do you need to improve.

**Finally**

Think about the next questions and write your conclusions:

Which were the most important learnings that you achieve in Block III?

How can you make use of these learnings in your life now and in the future?

How do you relate your learnings in benefit of your community?

My conclusions are:

### My progress

*Generic and academic competences block III*

**Instructions:** At the end of Block I, is important to mark with the correct letter your level of achievement of generic and academic competencies. Use the next scales:

H = High (developed)

M = Medium (trying to develop it)

L = Low (not developed)

Generic Competencies	Characteristic	Level
1. Knows and values her/himself and deals with problems and challenges taking into consideration the goals she/he has.	<ul style="list-style-type: none"> <li>Faces the difficulties and is conscious of her/his values, strengths and weakness.</li> </ul>	
4. Listens and expresses appropriate messages in different contexts, using adequate means codes and tools.	<ul style="list-style-type: none"> <li>Expresses ideas and concepts using linguistic, graphic and mathematic representations.</li> <li>Identifies the principal ideas in a text or speech and can make conclusions from them.</li> <li>Speaks in a second language in daily situations.</li> <li>uses Information and Communication Technologies in order to get and express her/his ideas.</li> </ul>	
7. Learns by personal initiative and interest through her/his life.	<ul style="list-style-type: none"> <li>Defines goals and keeps monitoring her/his own process of knowledge construction.</li> </ul>	
8. Takes part and contributes effectively in different groups.	<ul style="list-style-type: none"> <li>Expresses her/his points of view and take into account those of other persons</li> <li>Is responsible of a constructive attitude, coherent with her/his knowledge and abilities in different work groups</li> </ul>	
10. Keeps a respectful attitude towards interculturality, and the diversity of values, beliefs, ideas and social practices	<ul style="list-style-type: none"> <li>Assumes that respect of diversity is the principle of assimilation and social harmony in local, national and international contexts.</li> </ul>	

Academic competencies	
1. Identifies, arranges and analyzes ideas, data, explicit and implicit concepts of a text; keeping in mind where it was written and the present.	
2. Asses a text comparing its content with others, using her/his previous and new knowledge.	
4. Writes texts with the rules of the language, considering the intent and communicative situation.	
5. Expresses ideas and concepts in coherent and creative documents with clear introduction, body and conclusion.	
8. Appreciates the logical thought of communication process in her/his daily and academic life.	
10. Identifies and analyzes the general idea and the possible development of an oral or written message, in a second language, using previous knowledge, non-verbal language and context.	
11. Communicates in a foreign language through a logical speech (written or oral) coherent with the communicative situation.	
12. You use Information and Communication Technologies in order to research, solve problems, create documents and sends information.	

When you finish to answer these scales, show them to your teacher and talk about your progress.



# BLOCK IV

Making requests and giving instructions



## Block IV

12  
HORAS

## Objetos de aprendizaje que se abordan

1. Vocabulary: activities at home.
2. Grammar:
  - Phrasal verbs
  - Modal verbs: may, can, could
  - Object pronouns: me, you, him, her, them, us, it

## Recomendaciones para el aprendizaje (actividades)

Para el logro en el desarrollo de competencias, deberás realizar en cada uno de los bloques: actividades individuales y de trabajo colaborativo que te permitirán la práctica en la escritura, el habla y la escucha del idioma inglés. Al finalizar cada bloque realizarás un conjunto de actividades de cierre para evidenciar tus aprendizajes.

## Competencias disciplinares que se desarrollan

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Expresa ideas y conceptos en composiciones coherentes y creativas, con introducción, desarrollo y conclusiones claras.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y el contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

## Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa con base en las actividades realizadas.
- Evaluación sumativa integradas como portafolio de evidencias.
- Coevaluación y autoevaluación.

### Introduction

Block IV, Making suggestions and giving instructions is the last block of your English course. For that reason, you will have the opportunity to recall some of the knowledge you acquired before and gain new concept through this block. At the end of the block, you will prepare a role-play and present it to the rest of your classmates. You will do this activity in pairs, but it will be very demanding because it will ask from you the confidence and trust you have in all the knowledge of English you have gotten so far. I hope you will enjoy this closing and prepare yourself to be always ready for new and better opportunities.

### What is the purpose of block IV?

In block IV you will have the opportunity to recall some of the knowledge you acquired before and gain new concept through this block. Some of the main points you will get and practice are the phrasal verbs; the modal auxiliaries can, could and may, as well as the object pronouns. You will increase your vocabulary with the names of the activities you do in ordinary days in the school and at home. Moreover, you will identify the formal and informal way to make a request and to make a suggestion. At the end of the block, you will prepare in pairs a role-play and present it to the rest of your classmates. The dialogue presented in the role-play will be your own creation. In that way, you will be using the abilities of speaking, writing, reading and listening in English.

### Learning evidences

The competencies proposed in this block will be evaluated through your activities which are called your final learning evidences. You need to write the name and number of the block, the number of the activity and the date in your English notebook. The main activities you need to have at the end of the block are:

<i>What do I know?</i>	<i>Let's begin</i>			
A. Complete the charts	1.1 Matching activity	2.1 Picture description	3.1 Finish the sentences	4.1 Write sentences
B. Matching activity	1.2 Write phrasal verbs	2.2 Look and write	3.2 Write the names	4.2 Make requests
C. Conversation	1.3 Complete with phrasal verbs	2.3 Group work	3.3 Pair activity	4.3 Matching activity
D. Crossword	1.4 Group activity	2.4 Write questions	3.4 Joseph's story	4.4 Group dialogues
	1.5 Choose	2.5 Complete chart	3.5 Drawing	4.5 Check list
	1.6 Write a description	2.6 Counting activity		4.6 Dialogue
		2.7 Group report		4.7 Pair activity. New dialogue
		2.8 Complete information		4.8 Rubric
		2.9 Check list		<b>Closure activity</b>
		2.10 Add information		Pair activity Role-play

When you finish one of the activities, paint the box to indicate it.



## What do you know? (Previous knowledge and competencies)

A. Complete the following charts. Make short sentences using the verb STUDY.

Personal Pronoun	Present simple		
	Affirmative	Negative	Interrogative
I	<i>I study.</i>	<i>I don't study.</i>	<i>Do I study?</i>
You			
He			
She			
It			
We			
You			
They			

Personal Pronoun	Present Continuous		
	Affirmative	Negative	Interrogative
I	<i>I am studying.</i>	<i>I am not studying.</i>	<i>Am I studying?</i>
You			
He			
She			
It			
We			
You			
They			

Personal Pronoun	Simple Past		
	Affirmative	Negative	Interrogative
I	<i>I studied,</i>	<i>I didn't study.</i>	<i>Did I study?</i>
You			
He			
She			
It			
We			
You			
They			

B. Match the questions with their corresponding answers.

Questions	Answers
1. What is your name?	a. If I am sad, I talk to my friends.
2. How old are you?	b. When I was a child I used to ride my bike.
3. What's your date of birth?	c. P-O-R-T-L-A-N-D
4. How do you spell that?	d. My name is Jacqueline Lopez.
5. What do you do if you have a final exam?	e. If it is raining when I go to school, I take my umbrella or run to school.
6. What do you do if you are sad?	f. I am 17.
7. What do you do if it is raining when you go to school?	g. If I have a final exam, I go with my friends to study together.
8. What did you use to do when you were a child?	h. I was born on the 6 <sup>th</sup> of June, 1998.

Check your answers in the Answer Key.

C. In pairs, practice conversation. One student says the question and the second student gives the answer.

D. Crossword. Find 3 words related to recycling, 5 to clothes and 5 to food.

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

**Reflect on the previous activities**

Were you able to complete the charts in the present simple, present continuous, and in the simple past form? Did you remember the auxiliaries and the form of the verb for the personal pronouns *he*, *she* and *it*?

Could you match the questions and answers correctly? Could you find all the words in the crossword?



*If you have any problem, it is time to ask your teacher for a general review before you continue with your English lessons.*

Let's begin

### Phrasal verbs

A phrasal verb is a verb combined with an **adverb** or a preposition, or sometimes both, to give a new meaning.

For example: get on

Sentence	Meaning
Peter, get on the bus, please.	Peter needs to take the bus, because he is leaving.
Peter gets on well with his father.	Peter has a nice relationship with his father.

An adverb is a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb.

Sometimes a phrasal verb is followed by a preposition.

Phrasal verb	Preposition	Example	Meaning
run away	from	Mary always runs away from John.	Mary doesn't want to meet John; she leaves quickly when she sees him.

Sometimes the phrasal verb has an object. Usually there are two positions for the object. You can say:

Phrasal verb: turn on; Object: the computer

She turned on the computer.	She turned the computer on.
-----------------------------	-----------------------------

But, if the object is a pronoun (me, you, him, her, etc.), there is only one possible position for the phrasal verb.

Phrasal verb: turn on; Object: it (instead of the computer)

She turned it on.
-------------------

There are some phrasal verbs with a particular meaning. See the next chart.

	Phrasal verbs	Meaning	Example
1	Clean up /tidy up	Make something clean.	The children have to clean up their room.
2	Break into (something)	To enter a building by force.	The robbers broke into my house last year.
3	Break up (with somebody)	Stop the relationship.	Pamela is very sad because she broke up with her boyfriend.
4	Drop in	Visit somebody for a short time.	My friends just dropped in after school, yesterday.
5	Drop off (college, university, etc.)	Stop before the university is finished.	Peter wants to drop off his studies.
6	Fill in (a form, a questionnaire)	Write the necessary information on a form.	When I went to get my passport, I had to fill in all the application forms.
7	Get out (of something you have arranged to)	To avoid doing something.	I want to get out of this work, but I can't.
8	Give up	Stop doing something.	I don't give up all my responsibilities.
9	Heat up	Make hotter.	The milk is cold, please, heat it up.
10	Look after	Take care of somebody.	My father has to look after us when my mother is away.
11	Look for	Search for something.	I don't know where my keys are. I have to look for them.
12	Looking forward	Wait for an event with anticipation.	I look forward to meeting my friends from Canada.
13	Look out	Be careful.	It is raining! Look out, the floor is wet.
14	Look up	Find the meaning in the dictionary.	What's the meaning of plane? Look it up in a dictionary.
15	Wake up	Stop sleeping.	Don't shout, please! Anita is sleeping and she is going to wake up.
16	Put off	Delay doing something.	You have an exam tomorrow; don't put off your studies.



	Phrasal verbs	Meaning	Example
17	Run out	Something that is finished.	My car ran out of petrol, I need to buy some.
18	See (somebody) off	To say goodbye to somebody.	We went to the airport to see the children off.
19	Take after (somebody)	To look like an older member of your family.	You really took after your mother. Your eyes are the same.
20	Try on	Try some clothes.	I like this blouse. I am going to try it on.
21	Turn down	To reduce the amount of sound.	The music is too loud, please turn it down.
22	Turn off /switch off	Stop the power from something.	Henry, If you finish your homework, turn the computer off.
23	Turn on	Give power to something.	Turn on the television; I want to listen to the news.
24	Take ( it ) out	Remove.	Take the rubbish out of the basket and put it outside, please.
25	Work out	Do physical exercises.	Every day, my sister works out in the gym.



### Activity 1.1

Match the phrasal verbs with their corresponding meaning.

*Relaciona el verbo compuesto con su significado correspondiente.*

	Phrasal verb		Meaning
1	put off	a	To enter a building by force.
2	work out	b	Make something clean.
3	look out	c	Delay doing something.
4	clean up /tidy up	d	Be careful.
5	break into (something)	e	Do physical exercises.

Check your answers in the Answer Key.



Activity 1.2

Look at the pictures and write the correct phrasal verb.

<p>1.</p>	<p>2.</p>
<p>3.</p>	<p>4.</p>
<p>5.</p>	<p>6.</p>
<p>7.</p>	<p>8.</p>

Check your answers in the Answer Key.



### Activity 1.3

Read the sentences and complete them with the corresponding phrasal verb from the box.

look after      give up      broke up      heat up      fill in      try on  
ran out      take (it) out      see (somebody) of      turn off  
turn down      try them on      turn the volume down

1.	Don't wait for me; I have to _____ my little sister.
2.	I don't know how to _____ this application.
3.	My girlfriend doesn't want to _____ with her studies.
4.	Beto has to _____ the television before he goes to sleep.
5.	I am very sad, I _____ with my best friend.
6.	Sorry, I couldn't come to the game, I _____ of time.
7.	Our friends are leaving soon, we want to _____ them _____.
8.	We have to _____ the rubbish _____ of the classroom every day.
9.	My mother is buying some shoes. She is going to _____ them _____ to check the size.
10.	I love loud music, but my father usually asks me to _____ the volume _____.

Check your answers in the Answer Key.



### Did you know that...

There is hearing loss due to exposure to a sudden, loud noise or exposure to loud noises for a period of time. A dangerous sound is 85 dB (decibels) or higher. The normal decibels for humans are 60-65 Db.



Activity 1.4

Make groups of three. Cut out the following phrasal verbs and mix them all up. Put all the cards on the table upside down. One student takes a card and reads it out loud; if the card is a phrasal verb, the other two students have to search for the meaning of it, if the card has the meaning of the phrasal verb, the rest of the students have to find the phrasal verb.

Drop in	Visit somebody for a short time.
Drop off (college, university, etc.)	Stop before the university is finished.
Get out (of something you have arranged to)	To avoid doing something.
Give up	Stop doing something.
Heat up	Make hotter.
Look out	Be careful.
Look up	Find the meaning in the dictionary.
Wake up	Stop sleeping.



# Block IV

Making requests and giving instructions

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### Activity 1.5



Choose 10 phrasal verbs and write a sentence with each one. When you finish, share your answers with your classmates.

Phrasal verb	No.	Sentences
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## Learn more

There are some phrasal verbs related to school or studies. Look at the following chart.

Phrasal verbs	Meaning	Sentences
Add up	Total.	My teacher didn't add up all my points.
Check in	Receive.	I have to check in all the books my father bought for me.
Check out	Take something from a particular place, for example, the library.	My sister checked out some books from the library.
Do over	Do it again.	My teacher didn't receive my homework; I had to do it over.
Finish up	To have something completely finished.	I have to finish up my homework if I want to go out.
Hand in or turn in.	Give something after it is done.	I handed in my composition on time, but my brother turned it in late.
Hand out	Give something to somebody.	The director handed out some new books to the students.
Hand back	Return.	Our teacher handed the exams back to all of us.
Look over	Read something very fast or quickly.	I usually look over my exercises before I take an exam.
Write up	Write completely.	Our teacher told us to write up the final report.



### Activity 1.6

Write a short description of some of the activities you do in the school. Use 5 phrasal verbs from the previous chart.





### Learn more Vocabulary

For the next activities is necessary that you understand the following terms:

**A house** is a building for people to live in, usually for one family.

**Household** includes all the people living together in a house.

**Householder chores** are all the activities connected with looking after a house and the people living in it.

**Housework** is the work involved in taking care of a home and family, for example cleaning and cooking: to do the housework.



### Activity 2.1

Look at the following pictures and answer the questions.



1. What do you feel when you see these two pictures? Write it down.

B. Do you think that boys and girls need to help with the housework **duties**? Why? Write it down.

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C. Sit together with a classmate and read the following text. Write down your reflection in the box.



**Duty:** something you have to do because it is your responsibility.

“Never worry about numbers. Help one person at a time and always start with the person nearest you.”

Mother Teresa

A large rectangular area enclosed by a red dotted border, intended for writing a reflection on the text provided.



### Activity 2.2

Look at the following pictures and write the names of some housework duties. You will find the names in the following chart.

# Block IV

## Making requests and giving instructions

make dinner	do the shopping	clean the house	do the laundry
iron the clothes	sweep the floor	mop the floor	make the bed
fold the towels	set the table	clean the table	dust the house
do the dishes/do the washing up	feed the dog/ feed the animals	take out the rubbish	wash the windows/ wash the car

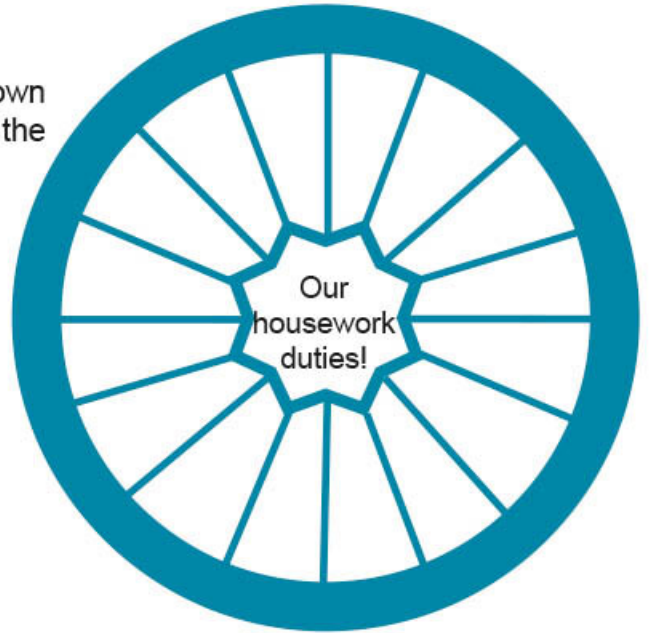
			
1.	2.	3.	4.
			
5.	6.	7.	8.
			
9.	10.	11.	12.
			
13.	14.	15.	16.

Check your answers in the Answer Key.



### Activity 2.3

Make groups of three students and write down some of the housework duties each one of the members has.



#### Reflect on the previous activities

When you see the list of things you do at home, do you consider you have to do something else? Why?

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### Activity 2.4

Take the information from the activity 2.3 and make questions in the present simple. Give your own answers. Use the following ideas.

Activity	Question	Answer
<i>Example: make your bed</i>	<i>Do you make your bed?</i>	<i>Yes, I do. I make my bed before I go to school.</i>



### Activity 2.5

In groups of three students, ask your teacher permission to go out of your classroom and interview three teachers from other grades or five students from other classes. Use the questions from the chart and mark X if the answer is yes or no.

Questions / Teachers-students	1		2		3		4		5	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Do you clean your house?										
2. Do you wash your clothes?										
3. Do you iron your clothes?										
4. Do you mop the floor in your house?										
5. Do you take out the rubbish in your house?										
6. Do you wash the car?										
7. Do you make dinner?										
8. Do you make your bed before you come to school?										
9. Do you wash the dishes after you eat?										
10. Do you go shopping?										
11. Do you sweep your house?										
12. Do you fold your clothes?										
13. Do you set the table at home?										



### Activity 2.6

Count the Yes and No answers you got from each question and write the total on the corresponding column.

Questions / Teachers-Students	Total	
	Yes	No
1. Do you clean your house?		
2. Do you wash your clothes?		
3. Do you iron your clothes?		
4. Do you mop the floor in your house?		
5. Do you take out the rubbish in your house?		
6. Do you wash the car?		
7. Do you make dinner?		
8. Do you make your bed before you come to school?		
9. Do you wash the dishes after you eat?		
10. Do you go shopping?		
11. Do you sweep your house?		
12. Do you fold your clothes?		
13. Do you set the table at home?		



### Activity 2.7

Write a report with the results you got. Include the number of people you interviewed and the number of men and women you talked to. As a conclusion, write your personal observations. Read the report to all your class and add their comments.

### Group report

We talked to \_\_\_\_\_ people in the school. \_\_\_\_\_ of them were men and \_\_\_\_\_ were women.

We asked them 13 questions related to housework duties. The answers we got are the following....

Our personal opinion is...



## Apply what you have learned



### Activity 2.8

Read the following text and complete the missing information with phrasal verbs or housework duties. (hw is for housework duties and ph is for phrasal verb)

Yesterday, my mother asked me to 1(hw) \_\_\_\_\_. I put some water in the bucket and I used the new mop.

I really wanted to 2(ph) \_\_\_\_\_ the work, but my mother told me that if I didn't help her 3(ph) \_\_\_\_\_ the house, she would not let me play with my friends.

This morning, my sister 4(ph) \_\_\_\_\_ from the kitchen. She used a plastic bag.

My father was outside the house 5(hw) \_\_\_\_\_. He didn't use a lot of water and he left the car very nice.

My father was listening to music and my mother asked him to 6(ph) \_\_\_\_\_ because it was too loud.

Early in the morning, I find it very difficult to 7(hw) \_\_\_\_\_ my bed before I go to school; the blankets are very heavy; so I usually ask my little sister to help me.

8(hw) I \_\_\_\_\_ the dishes for her.

My eldest sister is very sad because she 9 (ph) \_\_\_\_\_ with her boyfriend. I am sure one day, she will find another boy and feel happy again.

What I enjoy the most are my studies. I don't want to 10(ph) \_\_\_\_\_. Never!

Check your answers in the Answer Key.





### Activity 2.9

✓ Identify your progress up to now. Mark with an X the things you can do so far.

### Check list

	Remember how to form short sentences using present simple and past simple.
	Identify what phrasal verbs are.
	Say the meaning of at least 10 phrasal verbs.
	Write some sentences using phrasal verbs.
	Identify the meaning of at least 10 different housework duties.
	Match images related to housework duties and their meaning.
	Use the phrasal verbs and the housework duties in a text correctly.
	Work in small groups to interview some teachers or students.
	Reflect in small groups using specific information from the interviews.
	Write a report with no more than 10 mistakes.
	Present a report in small groups to the class.
	Share my own ideas and reflections on housework duties.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



### Did you know that...

A mexican example to be followed

The Triqui (like “TREE-key”) are among the dozens of indigenous peoples who live in the mountains of southern Mexico’s Oaxaca state.



A basketball team from Rio Venado, Oaxaca, the Triqui Kids, playing barefoot, won the championship at the International Festival of Mini-Basketball held in Argentina.

54 teams from various Argentine provinces and countries such as Mexico, Bolivia, Brazil, Chile, Ecuador, Uruguay and Venezuela, participated in the tournament.

A total of 8,000 kids were part of the championship held from October 11th to 14th, 2013.

The seven games against six local teams finished with great scores: 86-3 over Celestes; 22-6 against Cordoba University; 72-16 against Central; 82-18 over Hindu; 44-12 against Monteeis and 40-16 over Regatas de Mendoza.

The National Sports and Physical Culture Commission of Mexico named the team as the “Barefoot Giants of the Mountains”.

Their coach and founder of the Mexican Indigenous Basketball Academy, Sergio Zuñiga, thinks that hunger and poverty don’t stop the children. He assures that the difficulties motivate the kids to show themselves as they are; their character and inner strength.

The most important factor that determines who gets to be in the team is to have good grades; they need to have a 8.5 grade -- out of 10 -- (in elementary school). They are an example to all of us.

*The most important element in the game is to have the “mentality of a champion.”(Silverio Cruz, 9, a member of the Triqui basketball team)*

### Coevaluation

- ✓ Mark with an X the attitude and participation you showed during the reading “A Mexican example to be followed” and the comparison and reflection on the activities some students do at school.

	I read the story of the Triqui kids with respect.
	I asked my teacher for the meaning of the words I didn't know, with patience.
	I identified some positive attitudes from the Triqui kids.
	I finished the activities on the time given by the teacher.
	I participated with openness in all the activities.
	I listened to my classmates when they gave their opinion.
	I reflected on the activities I do in the school and wrote them down in order.
	I could see the different activities students do in some other countries.
	I appreciated the opinion of my classmates.

Talk to your teacher about your result.



**Activity 2.10**

Read the following activities two students from different countries do in the school and add your own information.

Mariana, from the USA	Angeline, from Nigeria	You, from Mexico
<p>Mariana, from the USA Studies at home.</p> <p>Sends her homework by e-mail.</p> <p>Attends conferences on line.</p> <p>Takes exams on line.</p> <p>Participates in forums on line.</p> <p>Goes to school on Saturdays.</p> <p>Pays her registration on line.</p> <p>Sends her doubts by e-mail.</p>	<p>Prays in the school.</p> <p>Sings the national anthem.</p> <p>Attends classes with other students.</p> <p>Participates in the after-school clubs.</p> <p>Spends 6 hours in the school from Monday to Friday.</p> <p>Takes exams in her classroom.</p> <p>Hands her homework on time every day.</p>	

**Reflect on the previous activities**

Can you see some differences between the three students?  
 Why are they different?  
 Do you think that one is better than the others? Why?




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### Learn more Object Pronouns

An object pronoun is a noun, noun phrase or pronoun that refers to a person or thing that is affected by the action of the verb (called the direct object), or that the action is done to or for (called the indirect object).

Object pronouns in English take the objective case, sometimes called the object case. For example, the English object pronoun *me* is found in “They see *me*” (direct object), “He’s giving *me* my book” (indirect object), and “Sit with *me*” (object of a preposition).

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

#### Examples:

Subject	Sentence	Object	Sentence
I	I love Mary.	me	Mary loves me
You	You love Mary.	you	Mary loves you.
He	He loves Mary.	him	Mary loves him.
She	She loves Mary.	her	Mary loves her.
It (the dog)	It loves Mary.	it	Mary loves it.
We	We love Mary.	us	Mary loves us.
You	You love Mary.	you	Mary loves you.
They	They love Mary.	them	Mary loves them.



These shoes are nice. **They** are new.



My friends are very nice. I love **them**.

We use *me / you / him / her / it / us / them* (object) after a preposition (for / to/ with, at / etc.)

**Examples:**

This beautiful flower isn't for me. It's for *you*.

We are going to the park. Do you want to come with *us*?

My brothers are going to organize a tournament. Do you want to participate with *them*?

I am going to study Chemistry in Guanajuato. Do you want to come with *me* to visit the school?



**Activity 3.1**

Finish the sentences with the corresponding object pronouns.

1. I don't know those children. Do you know \_\_\_\_\_?
2. I can't find my keys. Do you see \_\_\_\_\_?
3. I don't want to see her, but she wants to see \_\_\_\_\_.
4. My boy doesn't like pozole, but I love \_\_\_\_\_.
5. Our teacher doesn't love Karina, but she loves \_\_\_\_\_.
6. My best friend lost her books last week and we couldn't find \_\_\_\_\_.
7. We want to go to your party. Could you invite \_\_\_\_\_?
8. My dog is barking. I am going to feed \_\_\_\_\_.
9. It is raining a lot. I really love \_\_\_\_\_.
10. Mrs. Sanchez is very kind to all the students. We love \_\_\_\_\_ a lot.

Check your answers in the Answer Key.



### Learn more

When you want to express the activities you do every day, from the moment you wake up until you go to sleep, you need to use the present simple. Remember that the present simple expresses a fact that ordinarily happens. It also expresses a habit.

The spelling of the third person singular is different.

a. Most verbs add - s in the third person singular, but go and do are different, they add - es; have is irregular.

**Example:** work – works; go – goes; do – does; have – has

b. If the verb ends in a consonant + y, the - y changes to - ies.

**Example:** study – studies.

Affirmative

I you we they	play	football every Saturday.
he she it	plays	

Verb to have

I you we they	have	very good friends.
he she it	has	

Negative

I you we they	don't	begin	classes at 7 am.
he she it	doesn't	begin	

Interrogative

When	do	I you we they	go	to school?
	does	he she it		

Yes / No questions – short answers

Do	I you we they	have	many brothers?	Yes, I do. / No, I don't.
Does	he she it	like	tacos?	Yes, he does. / No, he doesn't.



The best and most beautiful things in the world cannot be seen, heard, or even touched; they must be felt with the heart.

Helen Keller.

Live each day at a time!





### Activity 3.2

Look at the following pictures and write the names of some daily activities. You will find the names in the following chart.

get up early	do the homework	play sports	eat breakfast
take a shower	watch tv	go to school	make lunch
brush your teeth	put on makeup	talk to your friend	clean your room
get dressed	brush your hair	go to sleep	listen to music

			
1.	2.	3.	4.
			
5.	6.	7.	8.
			
9.	10.	11.	12.
			
13.	14.	15.	16.

Check your answers in the Answer Key.



### Activity 3.3

Read the following questions and answer Yes or No according to your daily life. Then, answer the questions giving your own opinion and share them with your partner.

Do you live your life to the full?

	Questions	Yes	No	Answers
1	Do you get up very early? At what time do you get up?			
2	Do you eat a big breakfast before you go to school?			
3	Do you eat your lunch with your family or do you eat it alone?			
4	Do you clean your room? How often do you clean your room?			
5	Do you brush your teeth after you eat? Why?			
6	At what time do you do your homework?			
7	Do you have some extra activities in the afternoon? What do you do?			
8	Do you play sports every day? What kind of sports do you practice?			
9	Do you help your family with the housework? What do you do?			
10	Do you go to sleep very late? At what time do you go to sleep?			

### Autoevaluation

- ✓ Mark with an X the statements from the chart that shows the experience you had with your partner while practicing your conversation in the activity 3.3.

<input type="checkbox"/>	I answered the entire yes / no questions.
<input type="checkbox"/>	I gave my own opinion in at least 8 questions.
<input type="checkbox"/>	I understood all the vocabulary used in the 10 questions.
<input type="checkbox"/>	My questions were coherent and grammatically correct.
<input type="checkbox"/>	I used the negative and interrogative auxiliaries correctly.
<input type="checkbox"/>	My partner answered all the questions.
<input type="checkbox"/>	The answers of my partner were grammatically correct.
<input type="checkbox"/>	I understood the pronunciation of my partner.
<input type="checkbox"/>	My partner understood my pronunciation.
<input type="checkbox"/>	We kept concentration in the activity and spoke with natural fluency.
<input type="checkbox"/>	My partner told me his/her own opinion.
<input type="checkbox"/>	We compared our own answers and shared with respect the information.
<input type="checkbox"/>	I thanked my partner for his/her openness and collaboration.

Talk to your teacher about your results.



### Activity 3.4

Listen to your teacher and follow the story. Underline the daily activities Joseph does.



#### Joseph's dream

Joseph lives in a village near the river. His house is very far from the school. He gets up at 6 a.m. He has to go to school on foot because there are no buses or roads. When it is raining a lot, he has to stay at home because the river has a lot of water and he cannot cross it.

Before he goes to school, John gets dressed with his uniform and eats his breakfast. He drinks some atole with bread, or some beans with tortilla and atole.

He studies all the subjects in Spanish even though all the students speak purepecha. His school doesn't have electricity, there is a generator. Because of that, the students cannot use the three computers at the same time; they have to use them in turns.

After Joseph finishes his classes, he goes back to his village to help his parents. He goes fishing with his father during the weekend; on weekdays, he stays at home and does his homework. He has to clean up his room and sweep the floor of the house.

When Joseph finishes his housework, he goes out to play football with his friends. He wants to become a lawyer and a professional football player.

At the end of the day, when there is no natural light, he goes to sleep at 8 pm.

### Reflect on the previous activities

Do you have a similar situation to Joseph's in your community?  
Do you also have some dreams as Joseph's?  
What are your dreams?  
How can you work every day towards them?



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### Activity 3.5

Make a drawing of the most important activity you do every day. Trust that the time you spend doing that, will help you reach your dreams.

A large, empty rectangular box with a red border, intended for a drawing of a daily activity.



## Learn more Modal verbs can, could and may

Modals verbs are auxiliaries that add particular meanings to the main verb; express our attitude, opinions, and judgments of events. They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

**Examples:** Could you come with me, please? (*request*)  
 You may have this book. (*permission*)  
 He could have some holidays after July. (*possibility*)  
 I can swim very well. (*ability*)

There is no **-s** in the third person singular.

**Example:** She can dance very well.

There is no *do /does /don't / doesn't /* in the question or negative.

**Example:** Could you give me that book, please?

Modal verbs are followed by the infinitive without **TO**. The exceptions is *ought to*. They have no infinitives and no **-ing** forms and they don't have past forms. They are auxiliary verbs because they "help" other verbs. They have their own meaning.

**Can** is used when we refer to possibility and ability, also to make requests and in cases we ask for or give permission.

**Examples:** He can drive a car.  
 My brother can speak English.  
 Can you help me?

We often use **Can** in questions related to specific requests. The use of **can** in this way is informal (mainly between friends and family).

**Examples:** Can you give me my medicine, please?  
 Can you close the door, please?  
 Can you call your mother, please?

Sometimes we use **Can** to ask for or give permission in an informal way:

**Examples:** Can I go to the bathroom, please?  
 Sure, you can.

The main verb is always in infinitive without "to".

Form	Subject	Auxiliary verb	Main verb	Complement
Affirmative	I, you, he, she, it, we, you, they	can	dance	very well.
Negative	I, you, he, she, it, we, you, they	cannot can't	dance	very well.
Form	Auxiliary verb	Subject	Main verb	Complement
Interrogative	Can	I, you, he, she, it, we, you, they	dance	very well?

Reference took froms [http://www.englishclub.com/grammar/verbs-modals\\_can\\_1.htm](http://www.englishclub.com/grammar/verbs-modals_can_1.htm)  
read on july 10th, 2014.

**Could** is a modal auxiliary verb.

Could is used to talk about past possibility or ability, to make requests and also to specify what we were able to do.

The main verb is always in infinitive, without "to".

You use could to talk about what was possible in the past, what you were able to do:

**Examples:** I could climb a tree when I was a child.

My friends could ride their bicycles when they were younger.

Could is also used in questions, and is in a formal way:

**Examples;** Could you tell me where the church is, please?

Could you give me the telephone number of your teacher, please?

Form	Subject	Auxiliary verb	Main verb	Complement
Affirmative	I, you, he, she, it, we, you, they	could	read	very slowly, now I read faster.
Negative	I, you, he, she, it, we, you, they	could not couldn't	read	very slowly, now I read faster.
Form	Auxiliary verb	Subject	Main verb	Complement
Interrogative	Could	I, you, he, she, it, we, you, they	read	very slowly before?

Adaptado, disponible en [http://www.englishclub.com/grammar/verbs-modals\\_can\\_2.htm](http://www.englishclub.com/grammar/verbs-modals_can_2.htm) con-  
sultado el 10 de julio de 2014.

**May** is a modal auxiliary verb.

You use **may** when you are not sure about something.

**Example:** My grandfather **may** be coming to see us tomorrow.

You use **may** to make polite requests.

**Example:** **May** I borrow your book?

The main verb is always in infinitive without "to".

Form	Subject	Auxiliary verb	Main verb	Complement
Affirmative	I, you, he, she, we, you, they	may	visit	my, your, his, her, our, their grandfather.
Negative	I, you, he, she, we, you, they	may not	visit	my, your, his, her, our, their grandfather.
Form	Auxiliary verb	Subject	Main verb	Complement
Interrogative	May	I, you, he, she, we, you, they	visit	my, your, his, her, our, their grandfather.

Reference took from <https://learnenglish.britishcouncil.org/es/english-grammar/verbs/modal-verbs/may-might-may-have-and-might-have> read on July 10th, 2014.



### Activity 4.1

Write these requests and offers more polite. Use the next expressions.

	Expression	Polite sentence
1	Give me a glass of water.	
2	Help me find my keys!	
3	Come over for dinner tonight!	
4	Give me your dictionary.	
5	Can I help you with this exercise?	
6	Stop shouting!	
7	Wash the dishes.	
8	Can you give this book to my teacher?	
9	Go to the house and bring me my wallet.	
10	Don't drive so fast.	

Check your answers in the Answer Key.



<p><i>Question</i></p> <p><i>Mother, could you help me, please? The school bags are very heavy.</i></p>		<p><i>Possible answer</i></p> <p><i>Of course, I can. Let me take them all.</i></p>
---	---	---



### Activity 4.2

Make requests using *could you* or *could I* following the example. After that, talk to a classmate and make him / her those requests. Write down his / her answers.

	<p>Question (Q):</p> <p>Answer (A):</p>	<p>Example: Send this package for me.</p> <p>Could you send this package for me, please?</p> <p>Yes, I can.</p>
1	<p>Q:</p> <p>A:</p>	<p>Have a glass of milk for my child.</p>
2	<p>Q:</p> <p>A:</p>	<p>Close the window. It is raining.</p>
3	<p>Q:</p> <p>A:</p>	<p>Turn down the volume of your radio.</p>
4	<p>Q:</p> <p>A:</p>	<p>Help me. I don't understand this lesson.</p>
5	<p>Q:</p> <p>A:</p>	<p>Tell me where the library is.</p>

Check your answers in the Answer Key.



### Activity 4.3

Match the requests with the corresponding pictures.

May I go to the bathroom? Could you explain that again?		Could I use your pencil? Can I open the window?	
			
1.	2.	3.	4.

Check your answers in the Answer Key.



### Activity 4.4

Get together in groups of 4 students and describe all the pictures. Read the dialogues and underline all the sentences that include requests in a formal and informal form. Check your findings with the rest of the class.



**Peter (P) Jocelyn (J) Pamela (Pm)**

**P:** Umm, this torta is really delicious.

**J:** Yes, it is very nice.

**P:** Do you know how Pamela is? Her brother told me that she broke up with her boyfriend.

**J:** I heard she is fine, now. Could you pass me some salt, please?

**P:** Sure, here you are! Can you give me some chile, please?

**J:** I'm afraid, I can't. They are finished.

**P:** Look, Pamela is coming.

**Pm:** Hi, Peter, hi Jocelyn. Can I have a sit with you?

**P and J:** Sure, sit down, please.

**P:** How are you Pamela? Are you looking for some food?

**Pm:** No, not really, I am going to heat my soup up, I brought some from home.

**Pm:** By the way, don't drop off your Japanese classes, they are very interesting.

**J:** Could we see your notes, Pamela?

**Pm:** For sure, I will bring them tomorrow.



**M (Mary) E(Evelyn) Rose (R)**

**R:** This is the book our teacher asked us to look over.

**E:** Yes, you are right. Let's go to the librarian.

**R:** Excuse us. Could you lend us this book? We need to do some home-work.

**M:** Of course I can. May I have your Identification Card, please?

**R:** Oh, I'm afraid I forgot it, but my classmate has it.

**M:** It is ok like that. For how many days do you want to have the book?

**E:** Could we have it for the whole week?

**M:** Mmmm, let me see. Sorry, I can't lend it to you for seven days, but you can take it for three days.

**R y E:** Ok, don't worry. Three days will be enough to write up all our home-work.

**R:** When do we have to hand the book back?

**M:** Next Friday, please.



**Coach (C) Luis (L) Robert (R)**

**L:** Hi, coach, how are you?

**C:** Hi, Luis. Fine, thank you.

**L:** Robert and I are here because we want to join your football team.

**C:** That's great! Finally you listened to me, you both are very good players.

**R:** Could you give us the forms to fill in our personal information?

**C:** Of course, but I'm afraid I don't have them at this moment. I need to go to my office and make some copies. Could you come after the game to my office to get them, please?

**L and R:** Sure, we can.

**C:** Remember you have to check in before you go into the office.

**L:** Don't worry, we'll do it.

**R:** Could you tell us the time, please?

**C:** Oh, yes. It is a quarter to ten.

**L:** Hurry up, Robert. I have to finish up my report before I hand it in to our Math's teacher.

**Teacher (T) Student 1 (S1) Student 2 (S2)**

**T:** Well, it is time to begin your exam. Make sure you fill in your presentation page.

**S1:** Could you close the window, please? It is windy.

**T:** Sure, let me do it.

**S2:** Excuse me. May I go to the bathroom?

**T:** Is it really an emergency? We're supposed to stay in the classroom until the end of the exam.

**S2:** Yes, it is an emergency.

**T:** Ok, you may go.

**S1:** Sir, could you help me with this question, please? The instructions are not very clear.

**T:** Of course, I can. Please, listen everybody. There is a mistake on page 3. It has to say "niece" instead of "nice". Do it over.

**S1:** Teacher, I handed it in to you few minutes ago. Could you hand it back to me, please?

**T:** Yes, certainly, here you are.

Check your answers in the Answer Key.



**Coach:** A person who trains a team in sports.



### Activity 4.5



Mark with an X the statements from the chart that shows the attitude and participation of each one of the members of your working group.

### Check list

<input type="checkbox"/>	The four of us participated with equality and respect.
<input type="checkbox"/>	We underlined the answers in all the dialogues.
<input type="checkbox"/>	Each one of us described the picture and the rest of us listened to the description.
<input type="checkbox"/>	The four of us supported each other with pronunciation and fluency.
<input type="checkbox"/>	The four members of us recognized the vocabulary.
<input type="checkbox"/>	At least two of us identified the formal and informal request.
<input type="checkbox"/>	At least two of us knew the phrasal verbs that were included in the dialogues.
<input type="checkbox"/>	At least two of us knew the pronunciation of all the dialogue.
<input type="checkbox"/>	The four members of our group decided who would be the student who could present the answers to the rest of the group.

Check the elements you didn't achieve and work on them. Ask your teacher for help if you need it.



### Activity 4.6

Read the following dialogue and identify the formal way to make a request. Circle the phrasal verbs used in the dialogue.

#### Electrician (E) Mother (M)

**E:** Excuse me. May I come in, please?

**M:** Sure, come in. Could you help me with my new refrigerator, please?

**E:** Certainly, Madam. What can I do for you?

**M:** It is my new fridge. It doesn't get cold anymore and the food is starting to get bad.

**E:** Let's look at it together. Could I have the manual, please? Maybe, it will be fine to look over the instructions again.

**M:** I have already done it, but I gave up, I don't understand Japanese.

**E:** Oh, yes, I understand. But look, there is a section in English. When you get a bit of time, you could look out the instructions again.

**E:** Mmmm. I see what's wrong. The electricity cable is not in the right place and it looks bad.

**M:** May I go to the electricity shop to buy a new one?

**E:** I'm afraid you will not get this cable in any shop. I will go and look for it in the factory. As your new refrigerator counts with its guarantee, you will get the original cable. Could you please fill in this complain format? I need to hand it in to my director and get the new cable. You will have it tomorrow.

**M:** That's very kind of you, thank you very much.

Check your answers in the Answer Key.



**Guarantee:** A written promise given by a company that something you buy will be replaced or repaired.



### Activity 4.7

Follow the example of the dialogue of the activity 4.6 and in pairs write a new dialogue. Think of an ordinary situation from home or from your daily activities in the school when you have to make a request. Use formal expressions to make requests and include at least 5 phrasal verbs.

*Asking for help*



**Activity 4.8**

Look at the rubric, ask your classmate to evaluate your dialogue, mark with an X the statements that manifest its characteristics and write his / her observations.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The dialogue includes the opinion of the two of us.				
The whole dialogue is in English and has at least two participants.				
The dialogue has at least 100 words.				
The dialogue includes formal requests.				
The dialogue has at least five phrasal verbs.				
The dialogue manifests a request for help from home or from the school.				
The dialogue has no more than 5 spelling mistakes.				
The dialogue includes capital letters, comas and final points.				
The dialogue is coherent.				
Total of points				

Share the results with your teacher.



### Closure activity

You are about to finish your English course. This activity will give you the opportunity to practice most of the concepts you have learned. Use the dialogue you wrote with your partner and prepare a **role-play**. Use your imagination and all the possible resources you have to set the scenery. Practice the dialogue with your partner before the presentation and try to memorize it. Enjoy the presentation. Act as if you were a real actor.



**Role-play** is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Evaluate your presentation using the following rubric.

	Excellent (10)	Good (8)	Regular (5)	Needs to improve (2.5)	Total
Content	Learnings from Block IV were written and mentioned in the role-play (2)	Learnings were mentioned, although some of them weren't expressed during the role-play (1)	Few learnings were described, but the information is not clear (0.8)	The text wasn't clear and learnings wasn't mentioned when the role-play took (0)	
Exposition	Speaks fluent English and the tone of voice is appropriate, so everyone can listen and understand the exposition.	<p>Se expresa con tono y volumen de voz bajo, se escucha sólo en la parte de enfrente del aula.</p> <p>Se comunica en una segunda lengua con algunos titubeos, aunque tiene buena pronunciación y dominio del vocabulario.</p> <p>Demuestra seguridad y dominio del tópico, refleja nerviosismo.</p> <p>Expresa su punto de vista de forma crítica y reflexiva. (1.5)</p>	<p>Se expresa con tono y volumen de voz bajo, se escucha sólo en la parte de enfrente del aula.</p> <p>Problemas en la pronunciación y dominio del vocabulario.</p> <p>Demuestra poca seguridad y dominio del tópico, nerviosismo y titubeos</p> <p>Se limita a la lectura del material sin expresar sus ideas claramente. (1.2)</p>	<p>Se expresa con tono y volumen de voz bajo, sólo se escucha en la primera fila.</p> <p>Demuestra inseguridad, poco dominio del tópico y manejo de vocabulario con nerviosismo y titubeos.</p> <p>Se limita a la lectura del material sin expresar sus ideas claramente. (0.5)</p>	

	Excellent (10)	Good (8)	Regular (5)	Needs to improve (2.5)	Total
Presentation	Use different means at the role-play, depends on the scene and use different materials for them (2)	The scenes are creative and use some materials for them (1.5)	The scene's design shows few changes during the role-play (1.2)	All the scenes are the same, there is no difference between them (1)	
Grammar, spelling	Use the gramatical structures and had few mistakes (2)	Grammar structures were in the dialogue, but the examples weren't enough (simple sentences were used). Some mistakes are important, but the information was (1.5) understood(1.5)	The structures were used in a few cases, several mistakes took place and it didn't allow an understanding of the dialogue (1.2)	Most of the time there were grammar and spelling mistakes, so 't enough it was hard to understand the dialogue, or the information wasn't enough (0.5)	
Vocabulary	The vocabulary is the right one for the dialogue, is always understood (2)	The vocabulary is limited for the dialogue and sometimes the sentences are used several times. Although the dialogue is understood (1.5)	The vocabulary isn't related to the block in some cases. Sentences are constantly used to explain an idea. Some meanings are not understood by the audience. (1.2)	The vocabulary is limited all the time and is not related to the block. Is hard to understand the information (0.5)	
<b>Total</b>					

Reflect on the results of this evaluation and share your conclusion with your teacher.



*Just when the caterpillar thought the world was over, it became a butterfly.*



**Caterpillar:** A small animal that develops into a butterfly.

## Self-evaluation

Mark the box that corresponds to your level of achievement with an X, you need to be honest.

What am I capable of?	I am completely capable of	I can do it, but I need help	I can't do it even with help	I am not capable of
Identify vocabulary related to housework duties and school's activities.				
Use the formal and informal requests without mistakes.				
Identify the characteristics and rules for object pronouns, modal verbs can, could and may.				
Use different phrasal verbs in activities related to school and home.				
I learn about activities that other teenagers do in different places and situations.				
Dialogues include my learnings about object pronouns and modal verbs (can, could, may).				
I enjoy when we practice dialogues in English because I can practice the language.				
I know the importance of the activities that take place at school and home				

When you finish to answer it, show it to your teacher and talk about your progress and where do you need to improve.

### Finally

Think about the next questions and write your conclusions:

Which were the most important learnings that you achieve in Block IV?

How can you make use of these learnings in your life now and in the future?

How do you relate your learnings in benefit of your community?

My conclusions are:

## My progress

### Generic and academic competences block IV

**Instructions:** At the end of Block I, is important to mark with the correct letter your level of achievement of generic and academic competencies. Use the next scales:

H = High (developed)

M = Medium (trying to develop it)

L = Low (not developed)

Generic competencies	Characteristic	Level
1. Knows and values her/himself and deals with problems and challenges taking into consideration the goals she/he has.	<ul style="list-style-type: none"> <li>Faces the difficulties and is conscious of her/his values, strengths and weakness.</li> </ul>	
4. Listens and expresses appropriate messages in different contexts, using adequate means codes and tools.	<ul style="list-style-type: none"> <li>Expresses ideas and concepts using linguistic, graphic and mathematic representations.</li> <li>Identifies the principal ideas in a text or speech and can make conclusions from them.</li> <li>Speaks in a second language in daily situations.</li> <li>uses Information and Communication Technologies in order to get and express her/his ideas.</li> </ul>	
7. Learns by personal initiative and interest through her/his life.	<ul style="list-style-type: none"> <li>Defines goals and keeps monitoring her/his own process of knowledge construction.</li> </ul>	
8. Takes part and contributes effectively in different groups.	<ul style="list-style-type: none"> <li>Expresses her/his points of view and take into account those of other persons</li> <li>Is responsible of a constructive attitude, coherent with her/his knowledge and abilities in different work groups</li> </ul>	
10. Keeps a respectful attitude towards interculturality, and the diversity of values, beliefs, ideas and social practices	<ul style="list-style-type: none"> <li>Assumes that respect of diversity is the principle of assimilation and social harmony in local, national and international contexts.</li> </ul>	

Academic Competencies	Level
1. Identifies, arranges and analyzes ideas, data, explicit and implicit concepts of a text; keeping in mind where it was written and the present.	
2. Asses a text comparing its content with others, using her/his previous and new knowledge.	
4. Writes texts with the rules of the language, considering the intent and communicative situation.	
5. Expresses ideas and concepts in coherent and creative documents with clear introduction, body and conclusion.	
8. Appreciates the logical thought of communication process in her/his daily and academic life.	
10. Identifies and analyzes the general idea and the possible development of an oral or written message, in a second language, using previous knowledge, non-verbal language and context.	
11. Communicates in a foreign language through a logical speech (written or oral) coherent with the communicative situation.	
12. You use Information and Communication Technologies in order to research, solve problems, create documents and sends information.	

When you finish to answer these scales, show them to your teacher and talk about your progress.

**Angle:** The space between two lines or surfaces that join.

**Beam:** A line of light.

**Bliss:** Perfect happiness; great joy.

**Brainstorm:** To give as many ideas as possible about something.

**Buried:** Something put into the ground and covered.

**Caterpillar:** A small animal that develops into a butterfly.

**Coach:** A person who trains a team in sports.

**Concern:** A feeling of worry about something or somebody.

**Couple:** Two people or things.

**Current:** Of the present time, happening now.

**Decompose:** To separate into parts, to be destroyed gradually by natural chemical process.

**Dice:** A small piece of wood or plastic with a different number of spots on each of its sides.

**Duty:** Something you have to do because it is your responsibility.

**Freezer:** A piece of electronic equipment in which you can keep food for a long time at a low temperature.

**Garbage:** The waste that people throw away (food, paper, plastic, etc.)

**Guarantee:** A written promise given by a company that something you buy will be replaced or repaired.

**Heal:** To cure somebody who is sick; to make something well again.

**Imagination:** Is the ability to form new images and sensations that are not perceived through senses such as sight, hearing, or other senses.

**Land** (verb): To come down through the air onto a surface.

**Lie:** To write or to say something that is not true, it is false.

**Ongoing:** Continuing to exist, happen or progress.

**Performance:** An activity (such as singing a song or acting in a play) that a person or group does to entertain an audience.

**Plowshares:** A large piece of farming equipment pulled by a tractor or animals.

**Pollution:** Harmful elements in the air and water because of people.



# Glosario

**Reflect** (on something): To think carefully and deeply about something.

**Summarize**: To give only the main points of something, not the details.

**Reveal**: To make something known to somebody.

**Ribbon**: A narrow strip of material, used for decoration.

**Role-play**: Is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

**Simultaneously**: Adverb. Something happening at the same time.

**Speed**: The rate at which something moves or travels.

**Strangling**: To prevent something from growing or developing.

**Stripe**: A long narrow line of color.

**Toss a coin**: To throw something into the air.

**Webcam**: A video camera that is connected to computer so that with it records can be seen on a website as it happens.

**Winner**: A person who wins something.

**Worksheet**: It is a piece of paper on which activities are worked.



## Answer key

What do you know? (Previous knowledge and competencies)

A. Complete sentences

1. is            2. are            3. isn't            4. are            5. isn't  
6. are            7. am            8. are            9. are not            10. is

B. Matching activity

- 1d, 2e, 3a, 4b, 5c

C. Complete the chart

	Adjective	Comparative	Superlative	Write a sentence using a comparative or superlative adjective
1	good	better	best	Ice cream is better than cold water.
2	bad	worse	worst	This weather is worse than last year.
3	dangerous	more dangerous	the most dangerous	This city is more dangerous than Jalisco.
4	expensive	more expensive	the most expensive	This car is the most expensive of all.
5	clean	cleaner	cleanest	Our classroom is cleaner than in the 2 <sup>nd</sup> grade.
6	safe	safer	safest	My bicycle is safer than yours.
7	interesting	more interesting	the most interesting	This book is the most interesting of all.

D. Order the words.

- Last night my sister was cooking dinner.
- My friends were playing soccer on Saturday.
- This morning my father was washing the car.
- Peter wasn't doing his homework yesterday.

## Let's begin

### Activity 1.2

1. If you help somebody, you feel happy.
2. If you mix water and oil, the second will float.
3. If you mix blue with yellow, you get green.
4. If you don't eat, you become hungry.
5. If you put water on the fire, it will boil at 100°C

### Activity 1.3

1a, 2b, 3a, 4a, 5b

### Activity 1.4

	Part A. The If clause	Part B. The result clause
1	If I am happy,	I laugh a lot.
2	If I am tired,	I go to sleep.
3	If I am hungry,	I eat some fruit.
4	If I have a stomachache,	I take some tea.
5	If I don't want to go out with my friends,	I tell them I am busy.
6	If I am going to have an exam,	I study a lot.
7	If it is raining when I go to school,	I take an umbrella.
8	If my teacher doesn't come on time,	I make a lot of noise.
9	If I find some money,	I give it to my mother.
10	If my friends don't invite me to their parties,	I feel sad.

### Activity 1.6

1. has    2. wants    3. studies    4. doesn't like  
 5. calls    6. asks    7. goes

### Activity 1.7

1. if    2. when    3. unless    4. if    5. if  
 6. if    7. unless    8. if    9. unless    10. when

# Block 1

## Activity 1.8

	If sentence	Affirmative	Negative	Interrogative
	Example: If I am tired,	If I am tired, I go to sleep early.	If I am tired, I don't go out with my friends.	Do you go to sleep early if you are tired?
1	If I feel sad,	If I feel sad, I listen to music.	If I feel sad, I don't talk to my friends.	Do you talk to your friends when you feel sad?
2	When I have a problem,	When I have a problem, I ask for advice.	When I have a problem, I don't tell my father.	Do you tell your father when you have a problem?
3	If I want to watch TV,	If I want to watch TV, I sit in the living room.	If I don't want to watch TV, I don't go to my room.	Do you go to your room if you want to watch TV?
4	When I have a lot of homework,	When I have a lot of homework, I stay at home.	When I have a lot of homework, I don't go out.	Do you go out if you have a lot of homework?
5	If I feel sick,	If I feel sick, I go to the doctor.	If I feel sick, I don't drink cold things.	Do you go to the doctor if you feel sick?
6	When I have exams,	When I have exams, I stay in library.	When I have exams I don't go to the movies.	Do you go to the movies if you have exams?
7	If my father has to travel,	If my father has to travel I feel happy.	If my father has to travel I don't go to school.	Do you go to school if your father has to travel?
8	If my friends invite me to a party,	If my friends invite me to a party, I feel very happy.	If my friends don't invite me to a party, I don't feel sad.	Do you feel sad if your friends don't invite you?

## Activity 1.9

What do you buy if you have to give a birthday present	If I have to buy a birthday present, I go to the shop.
What do you do if you feel angry?	If I feel angry, I listen to music to calm down.
How do you feel if somebody shouts at you?	If somebody shouts at me, I feel sad.
Where do you go if you need to buy a book?	If I have to buy a book, I go to the library.
How do you go to school if you are very late?	If I go to school very late, I usually run.

## Activity 2.4

- |            |               |             |                |
|------------|---------------|-------------|----------------|
| 1. garbage | 2. decompose  | 3. separate | 4. underground |
| 5. recycle | 6. aluminum   | 7. Earth    | 8. wasting     |
| 9. bottles | 10. pollution |             |                |

## Activity 2.5

- Decomposing is the process of separating things into parts.
- Recycling is to take something old that can be used again and make it new.
- Some of the things that can be recycled are soda cans, paper, and plastic bottles.
- If people recycle they could save money and help the Earth.
- At home we can separate the organic and inorganic garbage.
- We could run out of place underground to leave all the garbage.

## Activity 3.1

<b>Questions</b>	What can you see in the picture?	Where are they?	What are they doing?	How many people are there?	Who will be the winner?
<b>Answers</b>	There are four boys running.	They are in the park	They are running.	4 people running.	The runner wearing number 5.
<b>Questions</b>	What will the winner do after the competition?	How will the winner feel after the competition?	What will the second and third position think?	How will the rest of the competitors feel?	Where will they go to eat and to rest?
<b>Answers</b>	He will go to celebrate with his family.	He will feel very happy.	They will go to practice more.	Some of them will feel satisfied, other will feel sad.	They will go to eat at the restaurant.

## Activity 3.2

Part of the sentence	Questions	Answers
1. What / do / miss / bus?	What will you do if you miss the bus?	If I miss the bus, I will go by car.
2. Where / stay / travel / Monterrey?	Where will you stay if you travel to Monterrey?	If I travel to Monterrey, I will stay with my friends.
3. How / pay / the registration?	How will you pay for the registration?	I will pay the registration with cash.
4. What/ do /get sick?	What will you do if you get sick?	If I get sick, I will go to the doctor.
5. What / don't / like / the food?	What will you do if you don't like the food?	If I don't like the food, I will eat it anyhow.

## Activity 3.3

You will be late if you don't hurry up.

If you need some cash, I will lend you some.

My sister won't come if you don't invite her.

You will have a lot of time if you finish your exam on time.

If we go to the park, I will prepare some hamburgers.

If my child doesn't find his bicycle, he will cry.

Your neighbors will plant the trees if you clean the rubbish from your garden.

## Activity 3.5

If you want to drive a car, you should take some driving lessons.

If you need money, you may need to get a job.

If you don't pass the exam, you will have to try again.

If you want to go to the festival, you may have to wear your traditional clothes.

If I don't see you tomorrow, I will phone you.

If you want to feel better, you should take all your medicine.

If you want to be respected, you should treat others with respect as well.

## Activity 3.7

1. Rainbows appear when sunlight and rain combine in a very specific way.
2. If the light beam hits raindrops on the way down at a certain angle, the different colors that make up the beam separate so that we can see them in the form of a rainbow.
3. Light at different angles coming through many raindrops form the rainbow that we see, in stripes of red, orange, yellow, green, blue, indigo and violet.

## Activity 3.8

2. If I am in love, I may not want to eat.
3. If it is raining, I should take an umbrella.
4. If our teacher gives us a lot of work, we might not go out and stay home to do it.
5. If it begins to rain, I might stay at home.

## Activity 3.9

The first conditional sentences are used...	The parts of the first conditional sentences are...	Some examples of the first conditional sentences are...
First conditional sentences are used to talk about actions that are very probable. They express real or possible conditionals.	There are two parts in the first conditional sentences. The if part and the result part.	If you finish your cake, you will take it to the party. If your father gives you a new bicycle, you will arrive earlier.
The modals of possibility are...	The modal of advice is...	Some examples of the first conditional sentences with modals of possibility and advice are:
The modals of possibility are may and might.	The modal of advice is should.	If you feel sick, you should stay at home and rest. If you want to get the tickets for the concert, you may have to go early to buy them.



## Activity 4.4

1c, 2c, 3b, 4a, 5c

## Activity 4.5

2a. If you recycle paper, you will protect the forest.

3b. When people eat something outside, they should put the garbage in the dustbin.

4c. If you litter, you will make the planet dirty.

5b. If you want to protect the Earth, you should dispose trash properly.

## Block II. Glossary

Write the new words that you have learned and their definition.



My new words	Their definition

## ANSWER KEY

What do you know? (Previous knowledge and competencies)

A. Complete the chart

Verbs		
Present	Past	Meaning
Example: write	wrote	escribir
2. Make	made	hacer
3. See	saw	ver
4. Lend	lent	prestar
5. Fight	fought	pelear
6. Break	broke	romper
7. Put	put	poner
8. Sit	sat	sentar
9. Lose	lost	perder
10. Read	read	leer

### Activity 1.2

Countries/ Continents	México	China	África	Europe
Habits	The head of the family is the father.	People don't kiss in public.	Women eat in one side of the room and men in another side.	They are always on time.
Customs	They pray asking for rain.	They have religious celebrations.	They pray to all the ancestors.	They are discipline and use time properly

### Activity 1.4

2	8	3
11	10	9
5	1	4
7	6	12

### Activity 1.7

skateboard	motorcycle	car	helicopter
lorry	boat	plane	subway
train	bicycle	bus	taxi

## Activity 1.9

No.	Complete sentence
1	Did you visit a relative in the USA last year?
2	Did you go to another city last month?
3	Did you take the bus to go and visit a relative?
4	Did you ride the bicycle to come to school?
5	Did you eat some different food than usual?
6	Did you go to buy special things for a celebration?

## Activity 2.1

- |                                 |               |                  |                   |
|---------------------------------|---------------|------------------|-------------------|
| 1. Used to                      | 2. Didn't use | 3. Did you use   | 4. Did you use to |
| 5. Used to                      | 6. Used to    | 7. Didn't use to |                   |
| 8. Did your grandparents use to | 9. Used to    | 10. Didn't use   |                   |

## Activity 2.6

No.	True	False	Why?
1		X	She used to do a lot of things.
2		X	She loved Mexican music.
3	X		She used to go to the cinema twice a week.
4		X	Peter was a handsome person.
5	X		Peter played in special occasions.
6		X	Peter used to play the drums.
7		X	Antonio used to give flowers not to cultivate them.
8		X	Antonio used to wear colorful ribbons.

## Activity 3.1

The order of the paragraphs is 4,3,1,5,2

## Activity 3.2

His family didn't use to live in the city.  
 He used to wake up very early.  
 He used to have a nice horse.  
 My grandmother used to cook.  
 She used to prepare nice handmade tortillas for him.  
 She didn't use to stay with him in the fields but she used.  
 To prepare for him nice handmade tortillas, chile with meat and beans.  
 He told me that he used to wake up very early in the morning.  
 He is very happy each time we can use the webcam.

## Optional activity

### The Cranberries - Just my imagination

There was a game we used to play  
 We would hit the town on Friday night  
 And stay in bed until Sunday  
 We used to be so free  
 We were living for the love we had and  
 living not for reality

It was just my imagination (3)

There was a time I used to pray  
 I have always kept my faith in love  
 It's the greatest thing from the man  
 above

The game I used to play  
 I've always put my cards upon the table

Let it never be said that I'd be  
 unstable

It was just my imagination (3)

There is a game I like to play  
 I like to hit the town on Friday night  
 And stay in bed until Sunday  
 We'll always be this free  
 We will be living for the love we have  
 living not for reality

It's not my imagination (3)  
 Not my (18)

### Activity 4.2

1. Talk together.
2. Write the sentences.
3. Match the expressions.
4. Turn off your television.
5. Copy the sentences.
6. Take your notebook out.
7. Ask and answer questions.
8. Can you play the CD again, please?
9. Can you repeat that, please?
10. Make groups of 3.
11. Work with a partner.
12. May I come in, please?
13. Write a list of words.
14. What does eraser mean?
15. Turn to page number\_\_.

### Activity 4.3

1	where	8	where /how	15	who / where /how
2	when	9	where	16	whose
3	whose	10	how	17	how /where
4	where /how	11	when / how	18	when
5	what	12	where /how /who	19	why
6	where	13	whose	20	where
7	why	14	who /where		

## Block III. Glossary

Write the new words that you have learned and their definition.



My new words	Their definition

## ANSWER KEY

What do you know? (Previous knowledge and competencies)

A.

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

eat	ate	sing	sang	go	went	write	wrote	forget	forgot
see	saw	do	did	speak	spoke	tell	told	grow	grew
cut	cut	find	found	swim	swam	drive	drove	ring	rang
bring	brought	know	knew	think	thought	fight	fought	become	became

B.

1. are 2. are 3. didn't see 4. happened 5. had 6. have 7. lost 8. needed

9. was 10. was 11. went 12. didn't have

C.

1. a 2. b

D.

1. My father used to drink milk when he was a child.
2. What are your children doing in the garden?
3. Last week, we visited my friend in Montreal.

4. How tall is your boyfriend? He looks very tall indeed.
5. This car is more expensive than the red one.
6. Do you go to the park on Sundays?

## Activity 1.3

**Clothes:** dress, handkerchief, shirt, cloak, shawl, high- heeled- shoes, hat, scarf, trousers, bow, apron, belt, underwear, skirt, neckerchief

**Meals-food:** breakfast, meat balls, tomato sauce, ice cream, olives, lunch, stew, supper, mashed potatoes, scrambled eggs, steak, fruit, soup, fish

**Musical instruments:** flute, harp, saxophone, drum, keyboard, tambourine, guitar, clarinet, trombone, violin, trumpet, cymbals, xylophone, organ, piano

## Activity 2.2

	Part 1	Right	Wrong	Correct information
1	Gina enjoyed playing tennis.		x	Gina enjoyed playing with her dolls.
2	Her grandmother loved festivals.	x		
3	Gina didn't participate in school's festival when she was a child.		x	She participated in several festivals.
4	She was 12 years old when her dream arose.		x	She was 7 when her dream arose.
5	She wanted to share her traditions with people only in Mexico.		x	She wanted to share her traditions with people all over the world.

## Activity 2.3

Some ideas are:

1. I was sleeping at 11 pm.
2. I was studying at 4 pm
3. I was watching television at 6 pm
4. I was walking to school at 7:15 am
5. I was eating breakfast at 7:00 am



# Block III

## Activity 2.4

Some ideas are:

1. What were you doing at six o'clock this morning?  
I was taking a shower.
2. What were you doing at this time yesterday?  
I was studying.
3. What were you doing before you came to school?  
I was helping my mother in the kitchen.
4. What were you doing last Sunday at 11:00am?  
I was going to church.

## Activity 2.5

1. were you doing / rang  
was watching
2. were you / came  
was buying
3. were you riding /  
had
4. was your father doing / fell  
was visiting
5. were you / were organizing  
was buying

## Activity 2.6

When I was 17, I was part of a dancing club and we had the opportunity to perform in different parts of the country. One of my favorite places was in Veracruz during the Cumbre Tajin. When we arrived there, The Voladores de Papantla were climbing the post. I was amazed by the surrounding area; there were thousands of people watching.

We saw 5 men climbing the post. They were dressed in red pants and a white shirt, a cloth across the chest and a cap. The clothes were embroidered and decorated beautifully, their hat was adorned with flowers for fertility and the mirrors representing the sun.

Later on, while the Voladores were performing, the observers were taking a lot of pictures.

I knew that this festival celebrates the spring season as a time of renovation. We were really taken by this traditional celebration and when I was running to take a close picture of the Voladores de Papantla, the director called us to go and prepare ourselves for the presentation.

After a while, our director explained to us that The Dance of the Voladores de Papantla, is an ancient ceremony originated possibly by the Totonac people who wanted to ask the gods to end a severe drought and bring back the rain because the people were suffering a lot.

Two years after our presentation in Tajin, Veracruz, our cultural group was invited to an extraordinary tour out of Mexico. When I got the news, I couldn't believe it.

The organizers of the festival in Tajin were inviting us to perform in three different continents; in Asia, Africa and Europe. When I gave the news to my parents, my mother was drinking water and she dropped the glass. She was really surprised. (just like myself; and we both were filled with joy and happiness).

Luckily, we all got permission from our parents and we began our extraordinary journey.

Our first stop was in China, then Ghana in West Africa and after a while, in The Netherlands in Europe.

## Activity 2.7

Verbs in past simple: was, had, arrived, were, saw, were dressed, were embroidered, decorated, adorned, knew, called, explained, originated, wanted, invited, got, couldn't, gave, dropped, surprised, began.

Verbs in past continuous: were climbing, were performing, were taking, was running, were suffering, were inviting, was drinking.

# Block III

## Activity 2.8

1. When Gina and her group arrived in Cumbre Tajin, The Voladores de Papantla were climbing the post.
2. While the Voladores were performing the celebration, the tourists were taking a lot of pictures.
3. When Gina was running to take a close picture of the Voladores de Papantla, the Director called them to go and prepare for the presentation.
4. When Gina gave the news to her parents, her mother was drinking water and she dropped the glass.

## Activity 2.9

	First part of the sentence	Second part of the sentence
1	I was part of a dancing club and...	we have the opportunity to perform in different parts of the country.
2	When I was running to take a close picture of the Voladores,	the Director called us to go and prepare ourselves for the presentation.
3	I knew that this festival celebrates....	the spring season like a time of renovation.
4	A cloth across the chest and a cap,	the clothes were embroidered and decorated beautifully.
5	The Dance of the Voladores de Papantla is...	an ancient ceremony originated possibly by the totonac people.
6	After two years of our presentation in Tajin, Veracruz,	our cultural group was invited to an extraordinary tour out of Mexico.
7	When I gave the news to my parents,	my mother was drinking water and she dropped the glass.
8	Our first stop was ...	in China, then Ghana in West Africa and after a while, in The Netherlands in Europe.

## Activity 2.11

First, next, then, after that, finally

## Activity 2.12

The name of the festival is: The Cumbre Tajin in Veracruz, Mexico.

First, we arrived in China. There we had a presentation during the Dragon Boat Festival. It was amazing! People were eating a lot of rice dumplings. They were racing dragon boats, hanging icons of a mythic guardian figure called Zhong Kui and they were wearing perfumed medicine bags. Then, we heard that all of these activities were supposed to promote good health and well-being of the people in the community.

After, we saw some boats. What I liked the most was the dragon boat we had the opportunity to race. It had the front end shaped like open-mouthed dragon, decorated with bright designs. We were only two days in China because we had to fly to Ghana.

Later on, in the north of Ghana we were present during one of the most traditional festivals in a city called Tamale. It was the Takai festival.

We saw plenty of men gathered around with drums and dances. The dancers were dressed with a traditional cloth called smock. They were gathered in large circles where some of them were playing the drums. Some other members of the African group were dancing holding a metal wand in their hand. After a while, when the dancers turned towards each other, they touched each other's wand creating a big sound.

It was a colorful and vibrant part of the Ghanaian culture.

From Ghana, we traveled to the Netherlands. This festival was a bit different but awesome. We didn't have to dance; the only thing we had to do was to admire...

Our words could not describe the beauty we were observing. It was a fabulous tulip spring garden. There were many people from different parts of the world walking, cycling, and enjoying the tulip garden shows, mosaic pathways and photography competitions.

# Block III

The tulip gardens were really beautiful, inspirational and like works of art.

When I was taking the pictures, my mind brought me back to Mexico. How I wish my family was there with me, but luckily, my journey was about to finish.

Back in Mexico, when I had the chance to write all these memories, I concluded that festivals were really important for humanity, for my family and of course, for myself.

Finally, I could say that, thanks to my love for traditional festivals, my dream as a child was real; I was a member of a cultural group and I could share my Mexican traditions with people from three different continents.

## Activity 2.13

1 - c

2 - d

3 - a

4 - b

## Activity 2.14

	Part 3	Right	Wrong	Correct information
1	The festival in China was supposed to promote the market.		x	The festival in China was supposed to promote good health and well-being of the people in the community
2	The festival in Ghana didn't have any music.		x	The festival in Ghana had a lot of music, drums and dancers.
3	The festivals in Ghana and China were very colourful.	x		Correct
4	The festival in Amsterdam was like a spring tulip garden show.	x		Correct
5	Gina didn't find festivals important.		x	Gina found festivals very important for humanity, for her family and for herself.

## Activity 2.15

1. How do you think that the family of Gina influenced in her love for traditional festivals? Her grandmother took her to different festivals in church and in the schools. In that way, she had the opportunity to appreciate the beauty of festivals and how they bring happiness to the community.

2. What were the four festivals that Gina wrote about in her diary and what were the main activities people were doing?

Name	Cumbre Tajin	Dragon Festival	Takai Festival	Tulip festival
Activities	The Voladores de Papantla were climbing the post. The Voladores were dressed in red pants. The Voladores were performing the celebration.	People were eating a lot of rice and dumplings. People were racing dragon boats.	Men were gathered around with drums and dances. Some men were playing drums and others were dancing.	Many people from different parts of the world were walking, cycling and enjoying the tulip garden show.

3. Do you consider that traditional festivals were something that motivated Gina's life? How? And why do you think that?

Gina's dream was to become a member of a cultural group and when she grew up, she joined one of this groups. She also wanted to share her traditions with people all over the world. She had the opportunity to perform in different continents and in that way, she was able to share her Mexican values and traditions.

## Activity 2.17

<p>The simple past is used to express a past action that is now finished.</p>	<p>We use the past continuous to indicate that an action was in progress in the past and was interrupted.</p>	
<p>The time expressions that are used with the simple past are last year, last month, five days ago, yesterday, in 1990.</p>	<p><b>PAST</b> <b>WHEN</b> <b>WHILE</b></p>	<p>The past continuous is composed of two parts:</p> <ol style="list-style-type: none"><li>1. The past tense of the verb to be.</li><li>2. The base of the main verb + ing</li></ol>
<p>When introduces a second action. The second action interrupted the ongoing action.</p>		<p>We use while and the past continuous with two actions in the same sentence to express the idea that both actions were happening at the same time.</p>

## Block IV. Glossary

Write the new words that you have learned and their definition.



My new words	Their definition



## ANSWER KEY

What do you know? (Previous knowledge and competencies)

A. Complete the following charts. Make short sentences using the verb STUDY.

Personal Pronoun	Present simple		
	Affirmative form	Negative form	Interrogative form
I	<i>I study.</i>	<i>I don't study.</i>	<i>Do I study?</i>
You	<i>You study</i>	<i>You don't study</i>	<i>Do you study?</i>
He	<i>He studies</i>	<i>He doesn't study</i>	<i>Does he study?</i>
She	<i>She studies</i>	<i>She doesn't study</i>	<i>Does she study?</i>
It	<i>The verb study doesn't apply to it.</i>		
We	<i>We study</i>	<i>We don't study.</i>	<i>Do we study?</i>
You	<i>You study</i>	<i>You don't study.</i>	<i>Do you study?</i>
They	<i>They study</i>	<i>They don't study.</i>	<i>Do they study?</i>

Personal Pronoun	Present Continuous		
	Affirmative form	Negative form	Interrogative form
I	<i>I am studying.</i>	<i>I am not studying.</i>	<i>Am I studying?</i>
You	<i>You are studying</i>	<i>You are not studying</i>	<i>Are you studying?</i>
He	<i>He is studying</i>	<i>He is not studying</i>	<i>Is he studying?</i>
She	<i>She is studying</i>	<i>She is not studying</i>	<i>Is she studying?</i>
It	<i>The verb study doesn't apply to it.</i>		
We	<i>We are studying</i>	<i>We are not studying</i>	<i>Are we studying?</i>
You	<i>You are studying</i>	<i>You are not studying</i>	<i>Are you studying?</i>
They	<i>They are studying</i>	<i>They are not studying</i>	<i>Are they studying?</i>

Personal Pronoun	Simple Past		
	Affirmative form	Negative form	Interrogative form
I	<i>I studied.</i>	<i>I didn't study.</i>	<i>Did I study?</i>
You	<i>You studied</i>	<i>You didn't study</i>	<i>Did you study?</i>
He	<i>He studied</i>	<i>He didn't study</i>	<i>Did he study?</i>
She	<i>She studied</i>	<i>She didn't study</i>	<i>Did she study?</i>
It	The verb study doesn't apply to it.		
We	<i>We studied</i>	<i>We didn't study</i>	<i>Did we study?</i>
You	<i>You studied</i>	<i>You didn't study</i>	<i>Did you study?</i>
They	<i>They studied</i>	<i>They didn't study</i>	<i>Did they study?</i>

B. 1d, 2f, 3h, 4c, 5g, 6a, 7e, 8b

D.

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

# Block IV

## Activity 1.1

1c, 2e, 3d, 4b, 5a

## Activity 1.2

1. Take after
2. Look after
3. Fill in
4. Clean up
5. Try on
6. Turn down
7. See somebody off
8. Look up

## Activity 1.3

1. look after
2. fill in
3. give up
4. turn off
5. broke up
6. ran out
7. see them off
8. take the rubbish out
9. try them on
10. turn the volume down

## Activity 2.2

1. make dinner	6. do the shopping	2. clean the house	5. do the laundry
4. iron the clothes	3. sweep the floor	7. mop the floor	8. make the bed
12. fold the towels	9. set the table	10. clean the table	16. dust the house
11. do the dishes/do the washing up	13. feed the dog/ feed the animals	15. take out the rubbish	14. wash the windows/ wash the car

## Activity 2.8

1. mop the floor
2. put off
3. cleaning up
4. took out the rubbish
5. washing the car
6. turn it down
7. make
8. do
9. broke up
10. give me up

## Activity 3.1

1. them
2. them
3. me
4. it
5. him
6. them
7. us
8. it
9. it
10. her

## Activity 3.2

1. get up early	8. do the homework	13. play sports	15. eat breakfast
6. take a shower	14. watch tv	5. go to school	3. make lunch
11. brush your teeth	12. put on makeup	16. talk to your friend	2. clean your room
9. get dressed	4. brush your hair	7. go to sleep	10. listen to music

## Activity 4.1

	Expression	Polite sentence
1	Give me a glass of water.	Could you give me a glass of water, please?
2	Help me find my keys!	Could you help me find my keys?
3	Come over for dinner tonight!	Could you come over for dinner tonight?
4	Give me your dictionary.	Could you give me your dictionary?
5	Can I help you with this exercise?	I wonder if I could help you with this exercise.
6	Stop shouting!	Could you stop shouting, please?
7	Wash the dishes.	Could you wash the dishes, please?
8	Can you give this book to my teacher?	I wonder if you could give this book to my teacher.
9	Go to the house and bring me my wallet.	Could you go to the house and bring me my wallet, please?
10	Don't drive so fast.	I wonder if you couldn't drive so fast.

# Block IV

## Activity 4.2

	Question (Q):	<b>Example:</b> Send this package for me. Could you send this package for me, please?
	Answer (A):	Yes, I can.
1	Q: A:	Have a glass of milk for my child. Could you have a glass of milk for my child, please? Yes, I can.
2	Q: A:	Close the window. it is raining. Could you close the window, please? It is raining. Yes, I can
3	Q: A:	Turn down the volume of your radio. Could you turn down the volume of your radio, please? Yes, I can. Sorry.
4	Q: A:	Help me. I don't understand this lesson. Could you help me, please? I don't understand this lesson. Yes, I can.
5	Q: A:	Tell me where the library is. Could you tell me where the library is, please? Yes, I can.

## Activity 4.3

- |                                  |                             |
|----------------------------------|-----------------------------|
| 4. May I go to the bathroom?     | 1. Could I use your pencil? |
| 2. Could you explain that again? | 3. Can I open the window?   |

## Activity 4.6

gave up, look out, need to hand

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