



**2do Grado**

# INGLÉS II

**Apuntes**



**TELEsecundaria**









2do Grado

# INGLÉS II



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# Presentación

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La Secretaría de Educación Pública, comprometida con la comunidad de telesecundaria —autoridades, docentes, alumnos, padres de familia—, se dio a la tarea de fortalecer el modelo de enseñanza-aprendizaje de esta modalidad educativa. Este modelo fortalecido ofrece materiales que apoyan de manera significativa la comprensión y dominio de los contenidos de los planes de estudio vigentes.

La serie de Apuntes Bimodales de Telesecundaria está desarrollada para que maestros y alumnos compartan un mismo material a partir del trabajo de proyectos, estudios de caso o resolución de situaciones problemáticas. Con este objetivo se han desarrollado secuencias de aprendizaje que despiertan el interés de los alumnos por la materia, promueven la interacción en el aula y propician la colaboración y la participación reflexiva, además de que emplean una evaluación que orienta las decisiones tanto del docente como del alumno y establecen estrategias claras de vinculación con la comunidad.

Estos materiales, que la SEP pone ahora en manos de alumnos y maestros, expone de manera objetiva los temas, conceptos, actitudes y procedimientos necesarios para un mayor y mejor entendimiento de cada una de las materias que comprende la serie.

El empleo de estos Apuntes Bimodales y las sugerencias que brinde la comunidad de telesecundaria darán la pauta para el enriquecimiento y mejora de cada una de las ediciones de esta obra que busca contribuir a una educación equitativa y de calidad en el país.

SECRETARÍA DE EDUCACIÓN PÚBLICA



En los *Apuntes* de Inglés se utilizaron iconos que representan determinadas actividades. Los incluimos a continuación para facilitar su identificación y uso.



Speak / Hablar



Think / Pensar



Play / Jugar



Write / Escribir



Read / Leer



# INGLÉS II

## Unit 1

People and animals/Personas y animales







# Unit 1

## People and animals/*Personas y animales*

### Purpose/Propósito

El propósito de esta unidad es capacitar a los estudiantes para que describan gente y animales haciendo referencia a su apariencia física, habilidades, rutinas y hábitos.

### Topics / Temas

Lesson 1	Meeting your new teacher
Lesson 2	This is your school principal
Lesson 3	What time do you have your English class?
Lesson 4	Roxane gets up at six o'clock
Lesson 5	My uncle is tall and thin
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Lesson 20	What animals do you like?
Lesson 21	Create a gallery of famous people
Lesson 22	Come to visit our gallery!
Lesson 23	Who is it?
Lesson 24	Review
24 sessions, 8 weeks / 24 sesiones, 8 semanas	



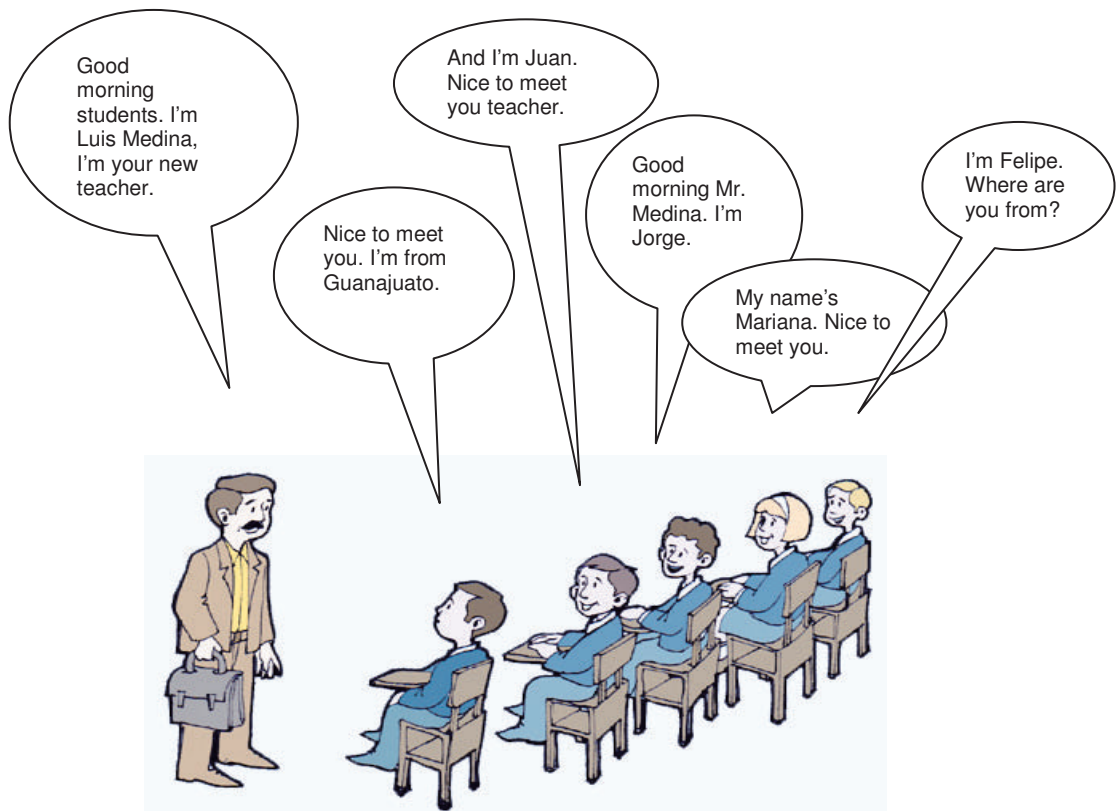
## Lesson 1

### Meeting your new teacher



Read

1. Look at the picture and read the dialogue.  
*Observa las imágenes y lee el diálogo.*







### Think

2. Write the missing sentences according to the dialogue.

*Escribe las oraciones que faltan tomando en cuenta el diálogo.*

- a) \_\_\_\_\_ I'm Luis Medina.
- b) What do you do? \_\_\_\_\_
- c) \_\_\_\_\_ I'm from Guanajuato.
- d) Nice to meet you. \_\_\_\_\_



### Write

3. Read the dialogue and complete the sentences. There is a new student in the class.

*Lee el diálogo y completa las oraciones. Hay un estudiante nuevo en la clase.*

In the classroom.

Teacher: Good morning boys and girls.  
There is a new student in the class.  
This is Pedro Xoxpa.

Students: Nice to meet you.

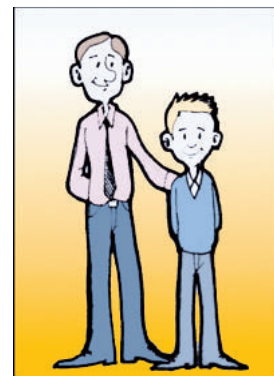
Pedro: \_\_\_\_\_, too.

Susana: Is your last name Jospa?

Pedro: Ni it isn't. It's Xoxpa.

Susana: \_\_\_\_\_?

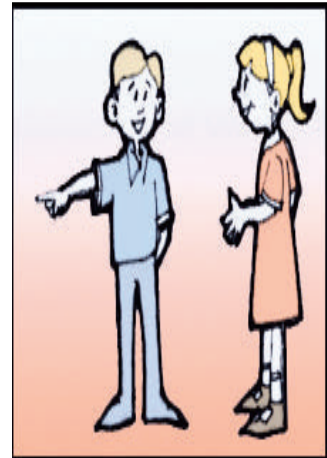
Pedro: X - O - X - P - A





In the recess.

Mariana: Hello. Are you the new student?  
Pedro: Yes, I am.  
Mariana: \_\_\_\_\_?  
Pedro: My name's is Pedro Xoxpa.  
Mariana: Are you from Tlaxcala?  
Pedro: No, I'm not.  
Mariana: \_\_\_\_\_?  
Pedro: I'm from Puebla.  
Mariana: \_\_\_\_\_  
Pedro: Nice to meet you, too.  
Mariana: See you later.  
Pedro: Ok. See you.



**Speak**

4. Is there a new student in your class? Do you have a new teacher? Ask the next questions to your partner, write his answers on the lines.

*¿Hay un alumno nuevo en tu clase? ¿Tienes un nuevo maestro? Realiza las siguientes preguntas a tu compañero, escribe sus respuestas sobre las líneas.*

a) What's your name? \_\_\_\_\_

b) What's your last name? \_\_\_\_\_

c) How old are you? \_\_\_\_\_

d) Where are you from? \_\_\_\_\_

e) Do you like the English class? \_\_\_\_\_

f) What's your favorite sport? \_\_\_\_\_





## Write

5. Use the information on exercise 4 to write a text and illustrate it.

*Usa la información del ejercicio 4 para escribir un texto e ilústralo.*

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## Lesson 2

This is your school principal



## Read

1. Read the dialogue between Pedro and his parents.  
*Lee el diálogo sobre Pedro y sus padres.*

At school.  
En la escuela.

Good morning. I'm  
Mr. Medina and  
this is Francisco  
Saavedra, the  
school principal.

Good morning.  
Nice to meet you.

Good morning. Nice  
to meet you, too.





Sit down please.  
Are you Pedro's  
parents?

Yes, I'm his father.

Yes, I'm his mother.



What do you do?

Well, Pedro is a  
good student.  
There isn't any  
problem with him  
but you have to  
help him with  
homework.

I'm an electrician.



And I'm a housewife.



**Think**

2. Find the occupations in the text. Match them with their definitions.

*Encuentra las ocupaciones dentro del texto. Relaciónalas con su definición.*

a) The person who washes the dishes, cooks food and takes care of the family at home. \_\_\_\_\_

b) The person who works in a school giving classes to students. \_\_\_\_\_

c) The leader of students and teachers. \_\_\_\_\_

d) The person who maintains electric systems. \_\_\_\_\_





## Read

3. Look and read the announcement, a person needs a baby sitter.  
*Observa y lee el anuncio en donde una persona necesita una niñera.*

**HELP WANTED**  
**Baby Sitter**  
**North Location**  
  
Part time  
Must be able to  
work afternoons and  
weekends  
  
Responsible  
Patient  
Pleasant  
  
To schedule an  
interview call:  
55 12 32 13 13  
or send an email to  
sitter@babysitters.com

4. Answer the questions.  
*Contesta las preguntas.*

- a) What does the announcement require? \_\_\_\_\_
- b) What qualities are required? \_\_\_\_\_
- c) What's the working time of the job? \_\_\_\_\_
- d) What's the phone number to schedule an interview? \_\_\_\_\_
- e) What's the e-mail address? \_\_\_\_\_





## Write

5. Design an announcement offering a service (mechanic, carpenter, teacher, electrician, doctor, etc.). Write your name, your occupation, a phone number or address, your qualities, etc.

*Diseña un anuncio ofreciendo un servicio (mecánico, carpintero, profesor, electricista, doctor, etc.). Escribe tu nombre, ocupación, número telefónico o dirección, tus cualidades, etc.*



## Lesson 3

What time do you do have your English class?



**Read**

1. Read the text about Susana's favorite subjects.

*Lee el siguiente texto acerca de las materias favoritas de Susana.*

Susana's favorite subjects.

I start classes at 7:30 am and I leave school at 2:00 pm. The recess is at 10:50 and it finishes at 11:10 am. My favorite classes are English, Spanish and History because they are very interesting for me but I like the others, too. I have English class at 11:10 am on Monday; on Wednesday at 10:00 am and on Thursday at 12:50 pm. My History class is on Monday, Wednesday and Friday at 12:00 am. And my Spanish class is from Monday to Friday at 9:10 am.



**Think**

2. Match the columns.

*Relaciona las columnas.*

- |   |          |
|---|----------|
| _____ Susana has History at twelve fifty                | A) 7:30  |
| _____ Her English class is on Monday is at eleven ten . | B) 9:10  |
| _____ She studies Spanish at nine ten.                  | C) 12:50 |
| _____ She starts classes at seven thirty.               | D) 11:10 |





## Write

3. Complete Susana's schedule with information from the text.  
*Completa el horario escolar de Susana con información del texto.*

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 8:20	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
8:20 9:10		Social studies		Social studies	
9:10 10:00		Spanish		Spanish	
10:00 10:50					
10:50 11:10	Recess	Recess	Recess	Recess	Recess
11:10 12:00					
12:00 12:50	History			Arts	History
12:50 13:40	Physics	Arts	Physics		Physics
13:40 14:00	Technological Education	Physical Education	Technological Education	Physical Education	Technological Education



## Think

4. Choose the answer according to the information.  
*Elige la respuesta de acuerdo a la información.*
- It's 9:05. We say: It's five \_\_\_\_\_ nine.  
 A) quarter  
 B) past
  - It's 2:15. We say: It's \_\_\_\_\_ two  
 A) past  
 B) (a) quarter past





## Read

5. Read and match the time with the picture.  
*Lee y relaciona la hora con el dibujo.*

Jorge: What time is it Jorge?  
Jorge: It's four o'clock. \_\_\_\_\_ 3  
Sister: What time is it?  
Jorge: It's a quarter past four. \_\_\_\_\_  
Sister: What time is it?  
Jorge: It's half past four. \_\_\_\_\_ 3)  
Sister: What time is it?  
Jorge: It's a quarter to five? \_\_\_\_\_  
And I'm trying to do my homework! Dear sister.

1)



2)



3)



4)



5)

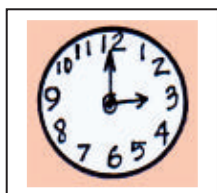




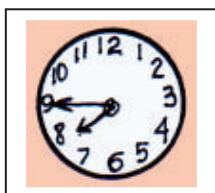
6. Look at the clocks and match them with the hour. Write the option that corresponds in the parenthesis.

*Observa los relojes y relaciónalos con la hora. Escribe dentro del paréntesis la opción que corresponda.*

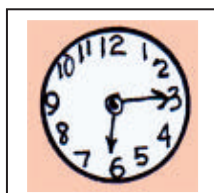
What time is it?



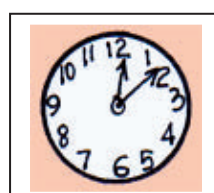
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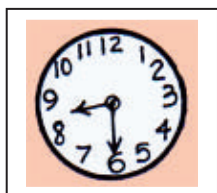
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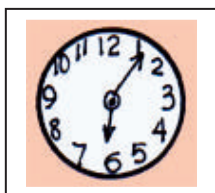
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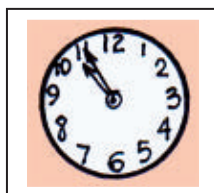
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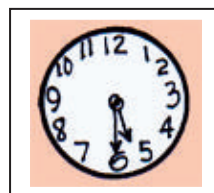
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( )

- a) It's a quarter to eight.  
It's seven forty – five.
- b) It's three o'clock.
- c) It's six past six.  
It's six six.
- d) It's half past eight.  
It's eight thirty.
- e) It's half past five.  
It's five thirty.
- f) It's nine past twelve.  
It's twelve nine.
- g) It's five to eleven.  
It's ten fifty five.
- h) It's a quarter past six.  
It's six fifteen.



7. Answer the questions about yourself.  
*Contesta las siguientes preguntas sobre ti.*

- a) What time is it now? \_\_\_\_\_
- b) What time is your English class? \_\_\_\_\_
- c) What time is your Mathematics class? \_\_\_\_\_
- d) What time is your Spanish class? \_\_\_\_\_

## Lesson 4

### Roxane gets up at six o'clock



**Read**

1. Read the text about Roxane.  
*Lee el texto acerca de Roxane.*

Roxana lives in Canada. She is a secretary. She always gets up at six o'clock in the morning. She takes a shower at a quarter past six. Then, she has an orange juice and cereal for breakfast at seven o'clock. She goes to work at a quarter to eight. Her job is very near her house so she prefers to walk. At half past three she comes back home. Roxana eats dinner at seven o'clock in the evening and then she watches T.V. or reads a book. She goes to bed at half past nine.







## Think

2. Circle the option that corresponds to the image.  
*Encierra la opción que corresponde a la imagen.*

- 1) What does she do?  
a) She washes her hands. b) She cooks.



- 2) What does he do?  
a) He takes a shower. b) He goes to work.



- 3) What does he do?  
a) He reads newspaper. b) He eats breakfast.



- 4) What does she do?  
a) She comes back home b) She reads a book.



- 5) What does he do?  
a) He watches T.V. b) He goes to bed.



3. Write TRUE or FALSE according to the text.  
*Escribe TRUE o FALSE de acuerdo a la información del texto.*

- a) Roxana gets up very late. \_\_\_\_\_  
b) She has breakfast at seven o'clock. \_\_\_\_\_  
c) She goes to work at one o'clock. \_\_\_\_\_  
d) At half past three she comes back home. \_\_\_\_\_  
e) She works at a hospital. \_\_\_\_\_  
f) At a quarter past six she takes a shower. \_\_\_\_\_





**Read**

4. Look at the pictures and read about Juan's daily routine.  
*Observa las imágenes y lee la rutina diaria de Juan.*

<p>Hello I'm Juan. I get up at six o'clock in the morning from Monday to Friday.</p> 	<p>I take a shower at six fifteen.</p> 	<p>Then, I have breakfast at seven o'clock.</p> 	<p>I go to school at half past seven.</p> 
<p>I play soccer in the recess.</p> 	<p>I come back home at half past two.</p> 	<p>I have a meal at three o'clock.</p> 	<p>I do my homework at twenty past four.</p> 
<p>I watch T.V. at half past six.</p> 	<p>I help my mother to cook dinner at half past seven</p> 	<p>My family and I have dinner at eight o'clock.</p> 	<p>I go to bed at nine thirty.</p> 





## Write

5. Write your daily routine and draw it. Look at Juan's routine.

*Escribe tu rutina diaria y dibújala. Usa como ejemplo la rutina de Juan.*

<p>Hello. I'm _____ I get up at _____</p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



## Speak

6. Tell your routine to your classmates.

*Comenta tu rutina con tus compañeros.*



## Lesson 5

### My uncle is tall and thin



Read

1. Read the text. Felipe is at the bus station waiting for his uncle Juan Carlos.  
*Lee el texto. Felipe está en la estación de autobús esperando a su tío Juan Carlos.*



Remember, your uncle is tall and thin. He has short, black, curly hair. His eyes are big and brown. His nose is big and he has a nice smile.







### Think

2. Classify the underlined words under the following categories.

*Clasifica las palabras subrayadas en el texto en las categorías.*

hair

eyes

nose

build

short

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



### Read

3. Read the dialogue between Felipe and his uncle. Felipe is describing his sister because his uncle doesn't know her.

*Lee el diálogo entre Felipe y su tío. Felipe está describiendo a su hermana porque su tío no la conoce.*

Juan Carlos: Hello! Are you Felipe?

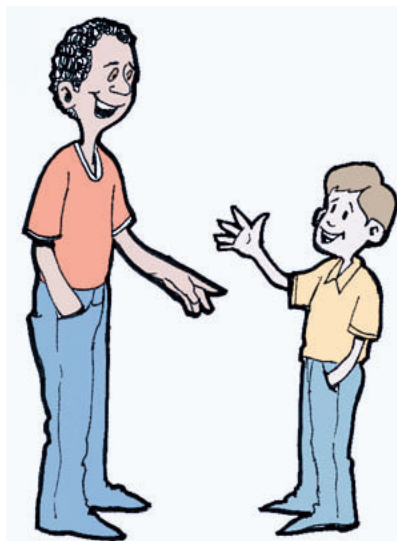
Felipe: Yes, I am. And, are you my uncle Juan Carlos?

Juan Carlos: Yes, I am. Nice to meet you.

Felipe: Let's go home. My family is waiting for you.

Juan Carlos: Ok. How are they? Tell me about your sister. What does she look like?

Felipe: Margarita is short and fat. Her hair is long and black. She has small and brown eyes. She is very intelligent at school.







Read



Think

4. Look at the pictures and match them with the descriptions.  
*Observa las imágenes y relaciónalas con las descripciones.*

Big, brown eyes



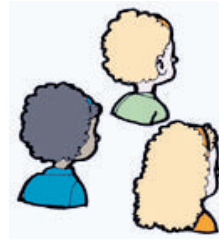
Long, straight, black hair.



Small, blue eyes.



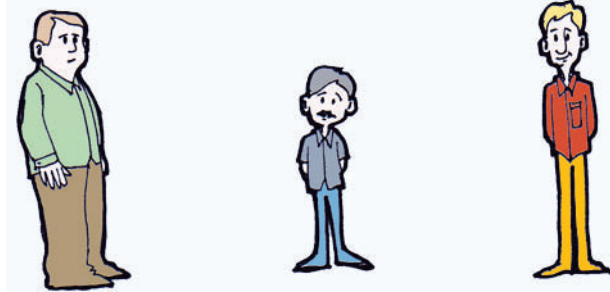




Short, curly, blond hair.

5. Choose the option that corresponds to the description.

*Elige la opción que corresponda a la descripción.*

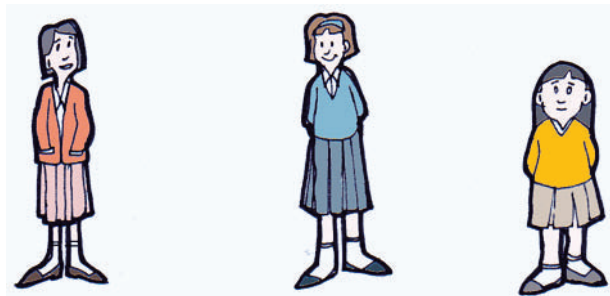


A

B

C

Juan Carlos is tall and thin. He has short, blond, curly hair. His eyes are big and brown. His nose is big.



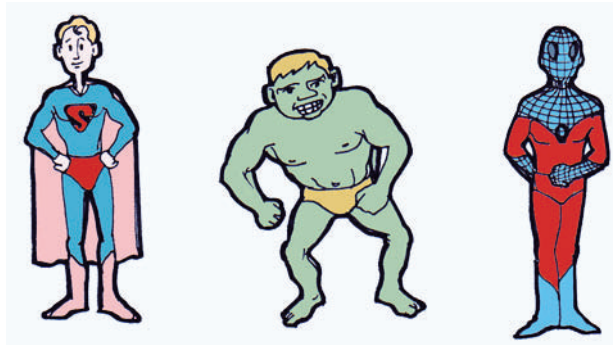
A

B

C

Margarita is short and fat. Her hair is long and black. He has small and brown eyes. She is very intelligent at school.





A

B

C

Greenman is medium height and strong. He has short, blond, straight hair. He is green. He has big, black eyes. He is always angry.

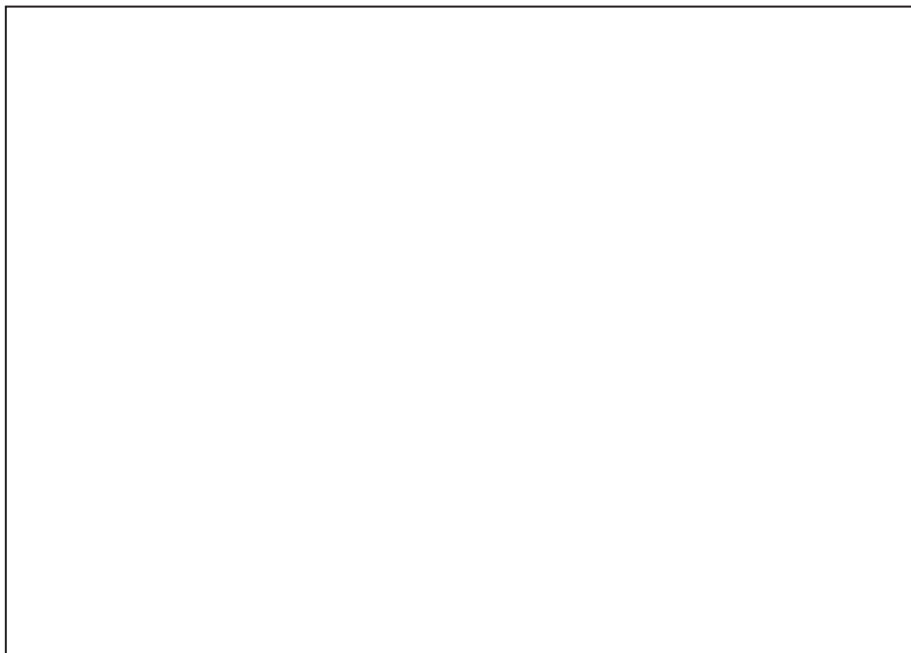


**Write**

6. Write what you look like then draw yourself.

*Describe cómo eres físicamente, después dibújate.*

What do you look like? I'm \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Lesson 6

### What does your teacher look like?



#### Read

1. Read the dialogue. Susana is talking to her mother about her first day at school.

*Lee el diálogo. Susana platica a su mamá de su primer día en la escuela.*

Mother: Tell me Susana, how was your day?

Susana: It was very nice. I have a new teacher.

She is Miss Nancy Contreras.

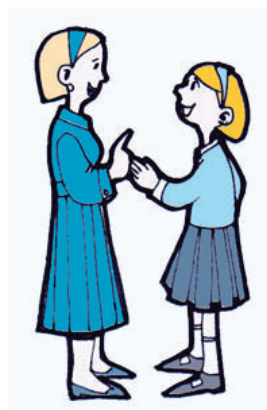
Mother: What does she look like?

Susana: She's tall and slim. Her hair is long, curly and brown. She has big, black eyes. And she wears glasses.

I think she is very intelligent.

Mother: Is she pretty?

Susana: Yes, she is.



#### Think

2. Match the columns.

*Relaciona las columnas.*

- \_\_\_\_\_ What does she look like?
- \_\_\_\_\_ What do you look like?
- \_\_\_\_\_ What does he look like?
- \_\_\_\_\_ What do they look like?

- A) He is medium height and fat.
- B) They are short and thin.
- C) She is tall and slim.
- D) I'm short and handsome.



3. Choose the answer that corresponds.  
*Elige la respuesta según corresponda.*

- 1) We use does with \_\_\_\_\_.  
a) he, she, it                      b) we, you, they
- 2) We use do with \_\_\_\_\_.  
a) he, she, it                      b) we, you, they, I



**Write**

4. Answer the questions. Use the information from the text.  
*Contesta las preguntas. Usa la información del texto.*

- a) What's the teacher's name? \_\_\_\_\_
- b) What's the teacher's last name? \_\_\_\_\_
- c) What does Nancy do? \_\_\_\_\_
- d) What does she look like? \_\_\_\_\_
- e) Is she pretty? \_\_\_\_\_

5. Who is Miss Nancy Contreras? Circle the option that corresponds to the description.

*¿Quién es la maestra Nancy Contreras? Encierra la opción que corresponda.*



**A**

**B**

**C**





## Speak

6. Ask your partner the following questions and make a drawing.

*Pregunta a tu compañero las siguientes preguntas y elabora un dibujo.*

a) What does your mother look like?


b) What does your father look like?


c) What does she/ he look like?




## Lesson 7

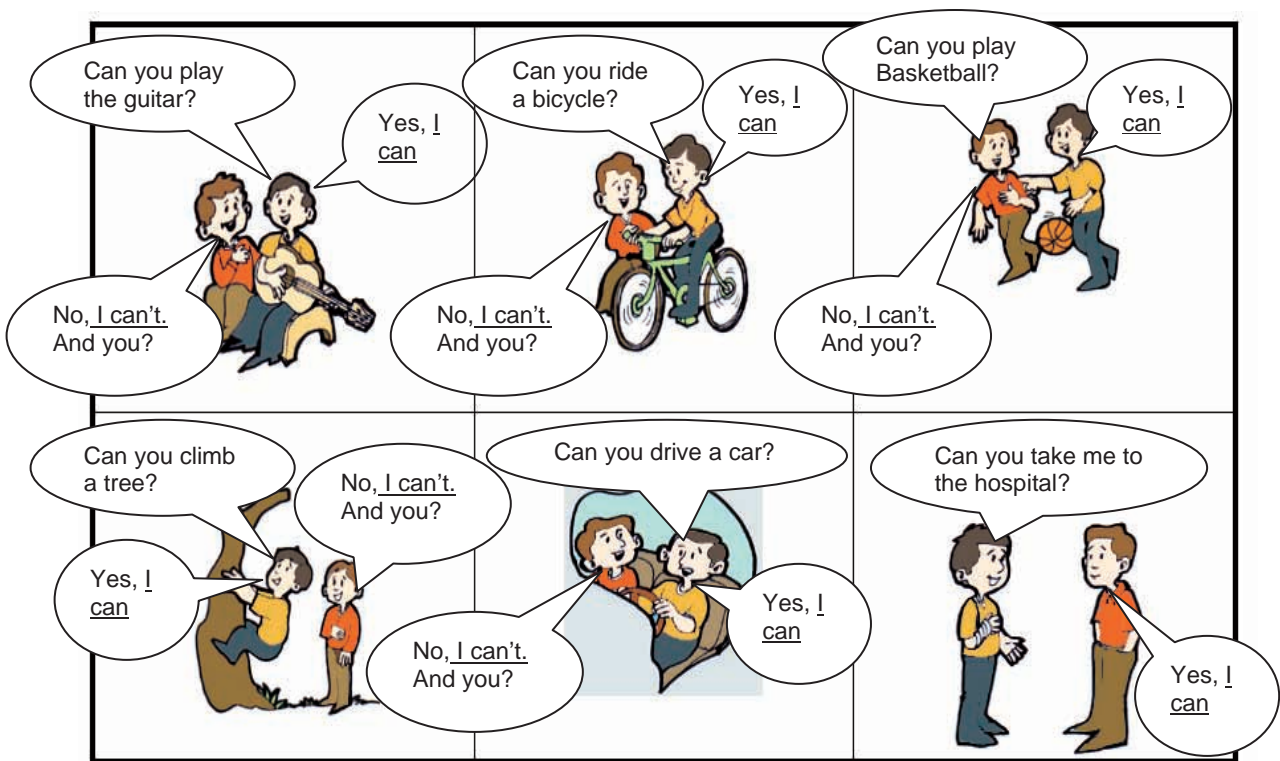
### Can you drive a car?



#### Read

1. Look at the pictures and read the dialogues. Roberto is talking about what he can or can't do.

*Observa las imágenes y lee los diálogos. Roberto está hablando sobre lo que puede o no puede hacer.*







## Think

2. Choose the answer that corresponds.

*Elige la respuesta que corresponde.*

1) What do we express with **can**?

- a) ability                      b) inability

2) What do we express with **can't**?

- a) ability                      b) inability

3. Use the information from the text. Answer TRUE or FALSE.

*Usa la información del texto para contestar TRUE si es verdadero o FALSE si es falso.*

- a) Roberto can't play the guitar. \_\_\_\_\_  
b) Roberto can ride a bicycle. \_\_\_\_\_  
c) He can't climb a tree. \_\_\_\_\_  
d) He can drive a car. \_\_\_\_\_  
e) He can play basketball. \_\_\_\_\_

4. What things can you do? Put a check (✓) next to the activities you can do.

*¿Qué cosas puedes hacer? Pon una (✓) junto a las actividades que puedes realizar.*

	Yes, I can.	No, I can't.
a) Can you play the guitar?	_____	_____
b) Can you swim?	_____	_____
c) Can you spell your name?	_____	_____
d) Can you sing a song in English?	_____	_____
e) Can you ride a horse?	_____	_____
f) Can you climb a tree?	_____	_____





Speak



Write

5. Use the questions to interview a classmate. Write the answers on the lines.

*Entrevista a un compañero tomando en cuenta las preguntas anteriores.  
Escribe las respuestas en las líneas.*

- a) Can you play the guitar? \_\_\_\_\_
- b) Can you swim? \_\_\_\_\_
- c) Can you spell your name? \_\_\_\_\_
- d) Can you sing a song in English? \_\_\_\_\_
- e) Can you ride a horse? \_\_\_\_\_
- f) Can you climb a tree? \_\_\_\_\_

## Lesson 8

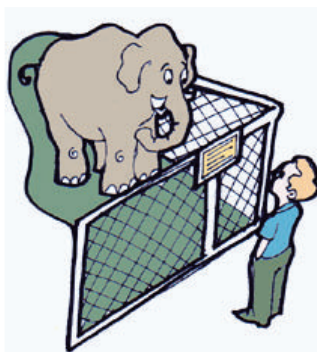
**Elephants have big ears and black eyes**



Read

1. Read the text. Jorge Luis is at the zoo, he's reading about elephants.

*Lee el texto. Jorge Luis está en el zoológico, leyendo sobre los elefantes.*



Elephants are an endangered species. There are approximately 610, 000 African elephants in the world today. They live in the African Savannah. Elephants are big and gray. They have long trunks. Their ears are big. They are fat and heavy. They weight 12, 000 kilograms. They live 60 years approximately. They drink between 30 and 50 gallons of water a day. They are intelligent animals.





## Think

2. Circle the option that corresponds.

*Encierra en un círculo la opción que corresponda.*

1) The underlined words in the text are:

a) Verbs

b) Adjectives

2) They are used to:

a) describe

b) show actions

3. Correct the sentences according to the information from the text.

*Corrige las oraciones de acuerdo a la información del texto.*

**e.g.**

***An elephant is small***

***An elephant is big***

a) An elephant is blue.

b) An elephant has a small trunk.

c) An elephant is thin.

d) An elephant is light.

e) An elephant is small.

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## Read

4. Read the texts and circle the option that corresponds.

*Lee los textos y encierra la letra de la opción que corresponda.*

A) What am I?

*I'm tall and strong. My eyes are big and brown. I have small ears. My legs are long and I have very big feet. I can jump.*

a) a giraffe

b) a kangaroo

c) an elephant

B) What am I?

*I'm big and strong. My hair is short and black. My eyes are brown and my ears are small. My arms are long and my hands are big. I love bananas.*

a) a gorilla

b) a cat

c) a panther



C) What am I?  
*I'm very small. My eyes are small and black. My hair is gray. I have a long tail. I love cheese.*

a) a lion

b) a dog

c) a mouse



**Play**

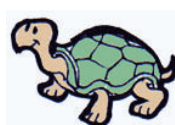
5. Look at the pictures. Circle your favorite animal.  
*Observa las imágenes. Encierra tu animal favorito.*



Dog



cat



turtle



horse



Cow



rabbit



hummingbird



eagle

6. Read the options. Put a check ( ✓ ) next to the adjective that describes your favorite animal.

*Lee las opciones. Pon ( ✓ ) junto a los adjetivos que describen a tu animal favorito.*

My favorite animal is a \_\_\_\_\_ because it is:


funny \_\_\_\_\_  
 mysterious \_\_\_\_\_  
 aggressive \_\_\_\_\_  
 independent \_\_\_\_\_  
 elegant \_\_\_\_\_

clean \_\_\_\_\_  
 dangerous \_\_\_\_\_  
 intelligent \_\_\_\_\_  
 beautiful \_\_\_\_\_  
 strong \_\_\_\_\_



7. Complete the text.  
*Completa el texto.*

My favorite animal is a \_\_\_\_\_ because it is \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



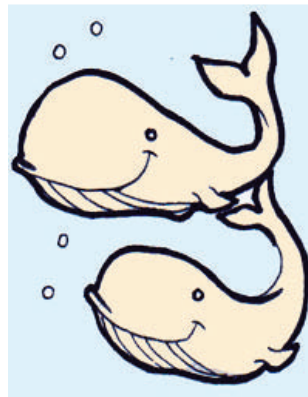
## Lesson 9

**Whales are very intelligent**



**Read**

1. Read the text.  
*Lee el texto.*



Whales live in all the oceans of the World. They swim in groups near the surface of water because they need oxygen. Some whales eat fish and other whales are vegetarian. They eat plankton. Gray whales live near the coast of Canada in the summer when it is hot. In the fall, when the ocean is cold they migrate to the coast of Baja California. They stay there during the winter and they return to Canada in the spring. They are very intelligent marine animals.





## Think

2. Go back to the text. Underline the words that are similar in Spanish (*cognates*). Then, write them on the lines.

*Regresa al texto. Subraya las palabras que son similares en español (cognados). Después, escríbelas sobre las líneas.*

<u>Oceans</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All these words are cognates. They are words that are similar in Spanish but the pronunciation is different.

*Estas palabras se llaman cognados. Son palabras que son similares en español pero su pronunciación es diferente.*



## Write

3. Write TRUE or FALSE. Use the information from the text.

*Escribe TRUE si es verdadero o FALSE si es falso. Usa la información del texto.*

- |   |       |
|---|-------|
| a) Whales live in oceans.                 | _____ |
| b) Some whales eat fish.                  | _____ |
| c) They don't need oxygen.                | _____ |
| d) They migrate to Japan.                 | _____ |
| e) Whales are very intelligent.           | _____ |
| f) In the spring whales return to Canada. | _____ |



- g) Whales are very intelligent. \_\_\_\_\_
- h) They swim alone. \_\_\_\_\_
- i) Some whales eat plankton. \_\_\_\_\_
- j) The text is about blue whales. \_\_\_\_\_
- k) Whales are land animals. \_\_\_\_\_

4. Answer the questions about the text.  
*Contesta las preguntas a cerca del texto.*

- a) What is the text about? \_\_\_\_\_
- b) What do whales eat? \_\_\_\_\_
- c) Where do whales live? \_\_\_\_\_
- d) Write in English a short text about whales. \_\_\_\_\_

## Lesson 10

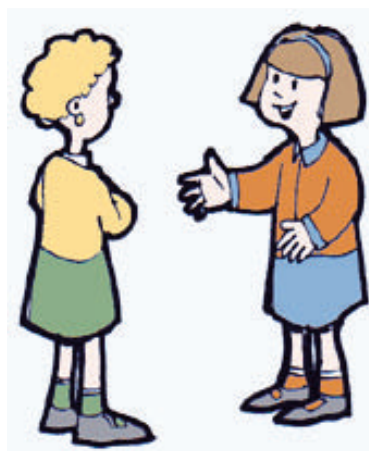
**What is your mother like?**



**Read**

1. Read the dialogue.  
*Lee el diálogo.*

Susana: Hello! How are you?  
 Martha: I'm fine and you?  
 Susana: I'm fine, too. Tell me,  
                   what is your new teacher like?  
 Martha: Oh! He's very patient, kind,  
                   creative and intelligent.  
 Susana: That sounds great.  
 Martha: What about you?  
 Susana: Oh no! My teacher is bad-tempered,  
                   impatient, rude and boring.  
 Martha: That is terrible.







**Think**

2. Classify the words in positive and negative adjectives.  
*Clasifica las palabras en adjetivos positivos y negativos.*

Positive adjectives

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Negative adjectives

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**Write**

3. Match the pictures with the words.  
*Relaciona los dibujos con las palabras.*



She is friendly



He is very angry

He is a boring man



She is funny

He is a lazy boy.

She is impatient







## Read

4. Read this text about the zodiac signs.

*Lee el texto acerca de los signos astrológicos.*

Many people consult the horoscope because they talk about predictions and describe what are the people like, for example, if they are generous, friendly, bad-tempered, etc. There are twelve zodiac signs: Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius and Pisces.

5. How do you think is a person of these zodiac signs like? Answer the questions. Use the words in the box.

*¿Cómo crees que es una persona de los siguientes signos? Contesta las siguientes preguntas usando las palabras del cuadro.*

adventurous	practical	sociable	sincere	loyal
generous	romantic	optimistic	patient	impatient
imaginative	perceptive	arrogant	extravagant	critical
lazy	irresponsible	rebellious	shy	impulsive

a) What is an Aries like?

He/ She is generous

b) What is a Taurus like?

\_\_\_\_\_

c) What is a Capricorn like?

\_\_\_\_\_

d) What is a Pisces like?

\_\_\_\_\_

e) What is an Aquarius like?

\_\_\_\_\_

f) What is a Sagittarius like?

\_\_\_\_\_

g) What is a Gemini like?

\_\_\_\_\_





## Speak

6. Answer these questions about yourself.

*Contesta las preguntas sobre ti.*

- a) What is your mother like? She is
- b) What is your father like? \_\_\_\_\_
- c) What is your teacher like? \_\_\_\_\_
- d) What are you like? \_\_\_\_\_
- e) What is your sister or brother like? \_\_\_\_\_

## Lesson 11

### I sometimes play soccer



## Read

1. Read the activities Rogelio does during the week and on weekends.

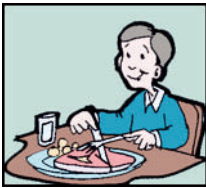



*Lee sobre las actividades que Rogelio realiza en la semana y los fines de semana.*

**During the week** I go to school **from Monday to Friday** and I **always** get up at six o'clock. I **usually** have meal at half past three then, I do my homework. I **often** help my mother to wash the dishes. I **sometimes** practice karate with my friends. **On Saturday** I **never** get up early. **On Sunday** I **always** play soccer with my brothers and father.



2. Write the missing activities according to the pictures. Use the information from the text.

*Usa la información del texto para escribir las actividades que faltan de acuerdo con las imágenes.*

<p>I go to school <b>from</b> <b>Monday to Friday.</b></p> 	<hr/> <hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> 
<hr/> <hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> 
<hr/> <hr/> <hr/> <hr/> 	<p>I <b>often</b> go to a picnic with my family.</p> <hr/> <hr/> <hr/> <hr/>	<p>I <b>sometimes</b> go to the movies.</p> <hr/> <hr/> <hr/> <hr/>





**Think**

3. Complete the information.

*Completa la información.*

1) The words in **bold** from text 1 refers to:

- a) action verbs
- b) frequency adverbs



**Write**

4. Write a text about you and illustrate it.

*Escribe un texto sobre ti e ilústralo.*

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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5. Answer the following questions with the words in the box.  
*Responde las siguientes preguntas con las palabras del cuadro.*

**e.g. How often do you go biking? I always go biking with my brother.**

1) How often do you play soccer?

2) How often do you go swimming?

3) How often do you ride a horse?

4) How often do you take a shower?

5) How often do you have sport classes?

always

sometimes

never

seldom

## Lesson 12

**How often do you go to the movies?**



**Read**

1. Read the interview to Ana Guevara about her routine.

*Lee la entrevista sobre la rutina de Ana Guevara.*

Reporter: Hello, Ana. How are you?

Ana: I'm fine, thanks.

Reporter: And, tell me. What time do you get up?

Ana: I get up at seven o'clock in the morning. Then, I do exercise.

Reporter: How often do you do exercise?

Ana: I always go jogging at half past seven in the morning. In the afternoon I go running at five o'clock.

Reporter: How often do you go to the movies?

Ana: I seldom go to the movies.

Reporter: How often do you eat hamburgers?

Ana: I never eat hamburgers.







## Think

2. Choose the answer that corresponds.

*Elige la respuesta que corresponda.*

- 1) The question: *How often?* Is used to ask about \_\_\_\_\_
- a) frequency
  - b) personality



## Write

3. Answer the questions about Ana.

*Contesta las preguntas acerca de Ana.*

a) What time does Ana get up?

b) How often does she do exercise?

c) How often does she go to the movies?

d) How often does she eat hamburgers?

4. Write TRUE or FALSE.

*Escribe TRUE o FALSE.*

- a) Ana never gets up early.
- b) She seldom goes to the movies.
- c) She always eats hamburgers.
- d) She gets up at seven o'clock.
- e) She does exercise at half past seven.

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5. Use your information to complete the chart. Put a check ( ✓ ) in the activity and in the frequency according to you.

*Usa tu información para completar el cuadro. Pon una ( ✓ ) en la actividad y la frecuencia, de acuerdo a ti.*

Activity	Play soccer	Go to school	Watch T.V	Wash the dishes
Always				
Often				
Sometimes				
Seldom				
Never				

6. Answer the questions.

*Contesta las preguntas.*

a) How often do you play soccer? I sometimes play soccer

b) How often do you go to school?

c) How often do you watch T.V.?

d) How often do you wash the dishes?

e) How often do you take a shower?



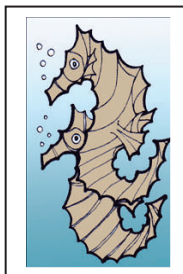
## Lesson 13

### Do you know seahorses?



#### Read

1. Read the article.  
*Lee el artículo.*



#### All about seahorses!

Seahorses are fish. They are truly unique, **and** not just because of their unusual equine shape. Unlike most other fish, they are monogamous **and** mate for life. They are the only animal species on Earth in which the male bears the unborn young. Found in tropical **and** temperate waters, these upright-swimming can range in size from 0.6 inches (1.5 centimeters) to 14 inches (35 centimeters) long. His average lifespan in the wild is 1 to 5 years (estimated).

Male seahorses are equipped with a small bag on their ventral, **or** front-facing, side. When mating, the female deposits her eggs into his small bag, **and** the male fertilizes them internally. He carries the eggs until they are fully formed into miniature seahorses.

Because of their body shape, seahorses are not good swimmers **and** can easily die of fatigue when caught in storm-roiled seas **but** they push themselves by using a small fin on their back that moves up to 35 times per second **and** they also have smaller pectoral fins located near the back of the head that are used for finding direction.

Seahorses have no teeth **and** no stomach, **but** food passes through their digestive systems so quickly, **and** they must eat constantly to stay alive. They anchor themselves with their tails to sea grasses **and** corals, **but** by using their big nose to suck in plankton **or** small crustaceans that are around. They can consume 3,000 **or** more shrimps per day.



2. Answer these questions according to the article of seahorses.  
*Responde las preguntas de acuerdo al artículo de los caballos de mar.*

- 1) What type of specie are the seahorses? \_\_\_\_\_
- 2) What do seahorses eat? \_\_\_\_\_
- 3) Where do they live? \_\_\_\_\_
- 4) What do you find most impressing about seahorses? \_\_\_\_\_



**Think**

3. Look at the **bold** words and answer these questions.  
*Fíjate en las palabras en **negritas** y contesta las siguientes preguntas.*

- 1) When do we use **and**? \_\_\_\_\_
- 2) When do we use **but**? \_\_\_\_\_
- 3) When do we use **or**? \_\_\_\_\_



**Write**

4. Circle the word that corresponds.  
*Encierra la palabra que corresponda.*


1. I like mosquitos ( and / but / or ) I don't like spiders.
2. I don't like cats ( and / but / or ) rats.
3. I like birds ( and / but / or ) monkeys.
4. I don't like snakes ( and / but / or ) I like crocodiles.
5. I like kangaroos ( and / but / or ) koalas.





5. Write an article about an animal you like and know well. Use the words (and/ but/ or) to expand your text. Draw in the box the animal you are writing of.

*Escribe un artículo de algún animal que te guste y que conozcas bien. Usa las palabras (and/ but/ or) para extender tu texto. Dibuja en el cuadro el animal sobre el que estás escribiendo.*



**Speak**

6. Share information with 3 partners to learn more about other animals.

*Comparte tu artículo con 3 de tus compañeros para que aprendas de otros animales.*



## Lesson 14

### Learn about koalas



**Read**

1. Read this article.  
*Lee el siguiente artículo.*



#### **Learn more about koalas!**

This animal is often called "koala bear," but this sweet animal is not a bear at all; it is a marsupial, or pouched mammal, it has a small bag to carry its babies. They are fat and hairy, most of them are gray.

After birth, a female carries a single baby in its pouch for about six months. When the baby koala grows, it rides on its mother's back or stays in her stomach, accompanying her everywhere until it is about a year old.

Koalas live in eastern Australia. They love eucalyptus trees. In fact, they are always on these trees. During the day they sleep up to 18 hours.

When not asleep a koala eats eucalyptus leaves, especially at night. Koalas do not drink much water, they get it from the leaves. Each animal eats about two and a half pounds (one kilogram) of leaves a day. They eat so many of these leaves that they take on a unique odor from their oil.

Koalas need a lot of space—about 100 trees per animal, a pressing problem as Australia's woodlands continue to reduce.



2. Answer the questions according to the article of Koalas.

*Responde a las preguntas de acuerdo con el artículo de los koalas.*

What are the physical characteristics of the koalas described in the article?

Are the koalas a type of bear? \_\_\_\_\_

What type of animals are they? \_\_\_\_\_

What do they eat? \_\_\_\_\_

Where do they live? \_\_\_\_\_

What do they do when they aren't sleeping? \_\_\_\_\_



**Think**

3. Complete the information, according to the article about koalas.

*Completa la siguiente información, de acuerdo con el artículo de los koalas.*

Write the **relevant** information on the line.

**Relevant information:**

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## Write

4. Bring an animal article of a magazine or newspaper. Search and underline the relevant information to edit an article.

*Trae un artículo de cualquier periódico o revista que hable sobre animales busca y subraya la información relevante para editar un artículo.*

5. Write the information in the chart. Paste the image.

*Escribe en el cuadro la información. Pega la imagen.*




6. Make a poster. Put it around the windows to help students to identify the specie, name, habitat, activity, what they eat and physical characteristics.

*Elabora un póster. Pégalo en las ventanas para que los demás alumnos puedan identificar las especies, el nombre, su hábitat, qué comen y sus características físicas.*

## Lesson 15

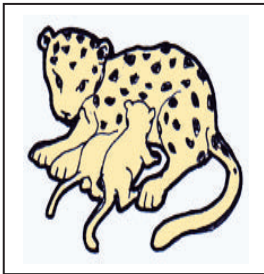
### Do animals have routines?



Read

1. Read the following article.

*Lee el siguiente artículo.*



#### Leopards, big cats!

Leopards are powerful and fierce big cats related to lions, tigers, and jaguars. They live in Africa, Central Asia, India, and China.

When they hunt large animals to eat, they **always** take the bodies up to the trees, to keep them safe from hunters such as hyenas.

**First** they walk cautiously in the branches, where their spotted coats allow them to camouflage with the leaves. **Then** they jump to attack. **During** this process they act **always** silently and slowly. **Finally** they execute his prey. These nocturnal predators also hunt antelopes, deers, and pigs by silent movements in the tall grass. When human settlements are present, leopards **often** attack dogs and, **occasionally**, people.

Leopards are also good swimmers. In the water they **sometimes** eat fish or crabs. They **never** eat grass or vegetables.

Female leopards **always** protect their babies. They **always** hide them and move them from one safe location to the next until they can play and learn to hunt. The babies live with their mothers for about two years.

Leopards are light colored with characteristic dark spots that are called rosettes, because they look like the shape of a rose.



2. Answer these questions according to the article of leopards.

*Responde las siguientes preguntas de acuerdo con el artículo de los leopardos.*

1) Are leopards cats?

2) What do leopards eat in water?

3) Do leopards occasionally attack people and dogs?

4) What does the mother do to take care of her cubs?

5) What's the name of the spots leopards have?



**Think**

3. Look at the words in **bold** in the article. Complete the diagram using the words in the box.

*Observa las palabras en **negritas** del artículo. Completa el diagrama, usando las palabras del cuadro.*

0 %                      50 %                      75 %                      85 %                      100%

never                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      always

sometimes

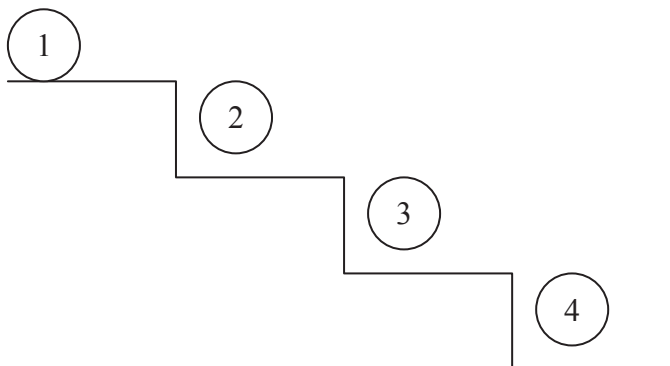
usually

often



4. Organize the words in **bold** in the article according to their sequence.  
*Organiza las palabras en **negritas**, de acuerdo a su secuencia.*

During	First	Finally	Then
--------	-------	---------	------



**Write**

5. Write an article describing an animal and its routine, using frequency adverbs (always, never, often, sometimes) and sequencers (first, then, during, finally).

*Escribe un artículo de algún animal describiendo sus rutinas, usando los adverbios de frecuencia (always, never, often, sometimes) y las palabras de secuencia (first, then, during, finally).*

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## Lesson 16

### What can animals do?



Read

1. Read the following dialogue.

*Lee el siguiente diálogo.*

At school

En la escuela

Richard: Hi. Do you have pets?

Nora: Yes, I have a horse.

His name is Dorado. He is brown.

Richard: How old is he?

Nora: He is fourteen years old.

Richard: Can you tell me more about your horse?

Nora: Yes, what would you like to know?

Richard: What can he eat?

Nora: He can eat grass, he is herbivorous.

Richard: What can he do?

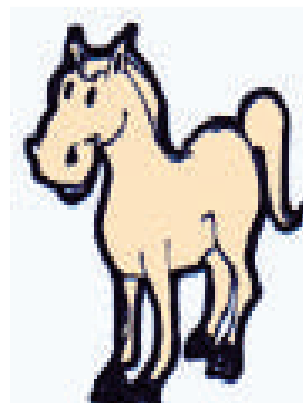
Nora: He can take me to school and he can jump very high.

Nora: Do you have pets?

Richard: Yes, I do. I have a cat.

Nora: What's his name?

Richard: His name is Roco. He is black and white. He can climb trees.





2. Answer the following questions.  
*Contesta las siguientes preguntas.*

1) What are Nora and Richard talking about?

2) What can Dorado do?

3) How old is Dorado?

4) What's the name of Richard's cat?



**Think**

3. Complete the information.  
*Completa la información.*

A) We use **can** to show \_\_\_\_\_  
a) time  
b) ability





**Write**

4. Answer the following questions.

*Responde las siguientes preguntas.*

**e.g. Can bees make honey?  
Can polar bears swim?  
Can mosquitoes dance?**

**Yes, they can.  
Yes, they can.  
No, they can't.**



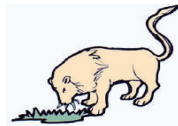
Can giraffes swim?

---



Can fishes run?

---



Can lions eat vegetables?

---



Can people fly?

---



Can crabs speak in English?

---



5. Write on the lines different abilities of 5 different animals you know. Use **can**.

*Escribe sobre la línea diferentes habilidades de 5 diferentes animales que conozcas. Usa **can**.*

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**Speak**

6. Share the information of exercise 5 with your partners.

*Comparte la información del ejercicio 5 con tus compañeros.*



## Lesson 17

### Have you heard about white lions?

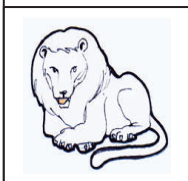


Read

1. Read the article.

*Lee el artículo.*

#### White lions



White lions **are** one of the rarest and most mysterious animals on the planet.

White lions **are** identical in their physique appearance to the other lions. They **have** the same behavior and eating habits to the rest of the species.

Their principal characteristic is that they **have** an unusual color. They **are** white colored.

These mysterious felines **are** natives of the Timbabati Nature Reserve in South Africa.

The white lion **is** associated with prosperity and abundance. He is considered to be a gift from God.

People believe that the white lion **has** a special divine power. He is venerated by the local people of South Africa, because of **his** white coats that represent the good to be found in all creatures.

Because of **their** unusual appearance, they **have** become prized hunting trophies. They **have** become the main attraction in circuses and zoos around the world. It is virtually impossible to find wild lions in the wild.



2. Answer the next questions.  
*Contesta las siguientes preguntas.*

1) Have you ever heard about white lions?

---

2) What's the principal characteristic of these rare animals?

---

3) Are the white lions associated with God?

---

4) Where do they live?

---

5) Are they carnivores?

---



**Think**

3. Look at the words in **bold** in the text. Complete the information.  
*Observa las palabras en **negritas** en el texto. Completa la información.*

We use \_\_\_\_\_ to show possession.

- a) Their
- b) They

We use the verb to \_\_\_\_\_ to show possession.

- a) be
- b) have

We use the verb to \_\_\_\_\_ in different forms: is, are, am.

- a) go
- b) be





**Write**

4. Complete the gapped text.

*Completa los espacios del texto.*

e.g. She **has** a bird. **His** name is Romeo. He **is** yellow and a professional singer.

I have a cat. Her name \_\_\_\_\_ Kitty. \_\_\_\_\_ is black and \_\_\_\_\_.  
He \_\_\_\_\_ a dog. \_\_\_\_\_ name is Cat. He \_\_\_\_\_ brown and \_\_\_\_\_.

She \_\_\_\_\_ a fish. His \_\_\_\_\_ is Cleto. He is blue.



**Write**



**Speak**

5. Work in small groups. Ask your partners information about their pets. Complete the chart.

*Trabaja en pequeños grupos. Pregunta a tus compañeros información acerca de sus mascotas. Completa el cuadro.*

**e.g. I'm Juanita. I have a parrot. His name is Chato. He is yellow and blue.**

Name	Pet name	Pet	Description
Juanita	Chato	parrot	yellow and blue



## Lesson 18

### Animals that live in your community



Write



Speak

1. Work in small groups. Choose an animal that lives in your community.  
*Trabajen en pequeños grupos. Elijan algún animal que habite en su comunidad.*
2. Draw the animal you have chosen.  
*Dibuja el animal que elegiste.*





## Write

3. Write all the details about the animal:

Physical characteristics

Habits and routines

Appropriate care of the animal

Habitat

*Escribe todos los detalles del animal:*

*Características físicas*

*Hábitos y rutinas*

*Cuidados apropiados para el animal*

*Hábitat*

Physical characteristics	Habits and routines	Appropriate care	Habitat



## Speak



## Think

4. Organize the information you get and expose it to the class.

*Organiza tu información y exponla ante la clase.*



## Extra activity

5. With the permission of the school, you may also setup a birdfeeder outside the window of your classroom and watch the behavior of birds from your classroom.

*Con el permiso de tu escuela, hagan un semillero de aves en la ventana de tu salón de clases y observa el comportamiento de las aves que lo visiten.*

## Lesson 19

### My favorite athlete is Ana Guevara



Read

1. Read the next biography.

*Lee la siguiente biografía.*



Ana Guevara was born in Nogales, Sonora on March 4<sup>th</sup> 1977. **Her** favorite sport is basketball so she started playing basketball at school. Later she became an athlete because her running ability was impressing.

Ana Guevara is a very athletic woman, she is dark, medium height and slim. **Her** hair is long, straight and brown. **Her** eyes are brown. She has a big smile.

She won her first gold medals in 1996 and 1997. Because of **her** temper, powerful legs and talent she went to the Olympic Games of Sydney and she placed in the top 5 of the world.

In 2002 **her** goal was to conquer the Golden League and she did it. She ran in the University Stadium of Mexico City in 2003 and she broke **her** own mark on 300 mts.

She is now preparing to go to the Olympic Games of Beijing in 2008.



2. Answer the questions about Ana Guevara.  
*Responde las preguntas sobre Ana Guevara.*

1) What does Ana look like?

2) What does she do?

3) When is her birthday?

4) Where is she from?

5) When did she start to win medals?



**Think**

3. Choose the answer that corresponds.  
*Elige la respuesta que corresponda.*

When you talk about other people you use: \_\_\_\_\_

- a) he/ his, she/ her, it/ its
- b) I/ my, me/ mine

We use adjectives to \_\_\_\_\_ people.

- a) describe
- b) name



**Write**

4. Answer the following questions.  
*Responde las siguientes preguntas.*

1) What does your mother look like?

2) What does your father look like?

3) What's your favorite athlete?



5. Describe a person you admire.

*Describe a una persona que admires.*

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**Speak**

6. Work in pairs. Ask your partner about the person she/he admires.

*Trabajen en parejas. Pregunta a tu pareja sobre la persona que él/ella admire.*



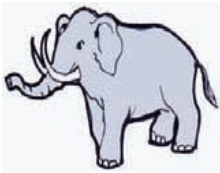
## Lesson 20

### What animals do you like?



Read

1. Read the next 3 articles.  
Lee los siguientes 3 artículos.



#### Elephant: "Nose-Y" Neighbor *Loxodonta africana*

Imagine if you had a machine that could prepare all your meals, give you a shower, carry your backpack and provide sound effects for a variety of social occasions. You may not be able to find one in stores, but the African elephant is lucky enough to carry one with him at all times. If you haven't already guessed it, we're talking of the *trunk*—and this big guy is really kind of *attached* to his! The African elephant's trunk is actually an extension of his upper lip and nose, and he uses it for drinking, greeting friends, trumpeting, lifting and grasping. And like any self-respecting nose, this one's good for smelling, too. But most importantly, the elephant uses his trunk to gather and bring food to his mouth. And we don't mean a berry here and a blade of grass there. To keep his 13,000-pound self strong and healthy, an African elephant needs to consume more than 300 pounds of grass, shrubs, leaves and fruit a day. Pass the salad, please!

[http://www.asPCA.org/site/PageServer?pagename=kids\\_abcs\\_el](http://www.asPCA.org/site/PageServer?pagename=kids_abcs_el)



#### California Condor *Gymnogyps californianus*: Vulture Culture

Look, up in the sky! (We mean WAY up, as in 15,000 feet!) It's a bird, all right—the mighty California condor! And with all due respect to that tall dude with yellow feathers on Sesame Street, this high flyer holds the title of the largest bird in North America. Weighing up to 25 pounds, he's got a wingspan of 9 1/2 feet and can glide for hours at 55 mph without once beating his wings. If that sounds hard, well...it is. It takes a year for young condors to sharpen their soaring skills. The California condor is a vulture, a type of bird recognizable by his big size and bald head. And like his vulture cousins, the California condor chows down on carrion. That's the meat of dead animals, such as cattle, sheep, deer and horses. It may sound gross to you, but just think—he's part of nature's clean-up crew. And besides, he always washes up after dinner by rubbing his head and neck against grass, rocks and trees. No rinsing needed!  
[http://www.asPCA.org/site/PageServer?pagename=kids\\_abcs\\_californiacondor](http://www.asPCA.org/site/PageServer?pagename=kids_abcs_californiacondor)





Panda  
*Ailuropoda melanoleuca: BamBOO!*

Forget about getting a quick bite to eat! China's giant panda devotes 12 hours of every day to eating! To get all the nutrition he needs, he has to consume about 15 percent of his bodyweight daily. That comes out to between 28 and 36 pounds of bamboo, his meal of choice. Luckily, he has special chewing muscles and broad, flat teeth for all that bamboo chomping.

He's got special markings, too. We may think pandas are totally cute, but their black eyes and big, black circles on their faces may look like 2 pairs of giant, glaring, staring eyes to animals who try to invade their territory.

For more information, and to see what a real live panda is doing right now, at the San Diego Zoo.

[http://www.aspc.org/site/PageServer?pagename=kids\\_abcs\\_panda](http://www.aspc.org/site/PageServer?pagename=kids_abcs_panda)

2. Choose the one you like the most.

*Escoge el texto que más te gustó.*



**Write**

3. Answer these questions about the article you chose.

*Contesta las siguientes preguntas acerca del artículo que elegiste.*

- 1) What kind of animal is it? \_\_\_\_\_
- 2) What's its principal physical characteristic? \_\_\_\_\_
- 3) What does it eat? \_\_\_\_\_
- 4) Where does it live? \_\_\_\_\_
- 5) Why did you choose this animal? \_\_\_\_\_
- 6) Describe the animal. What is it like? \_\_\_\_\_
- 7) What is it called? \_\_\_\_\_



4. Organize the information you get and write a text about the animal you chose on exercise 2. Use possessive pronouns (**his, her, its**).

*Organiza la información que recaudaste y escribe un texto del animal que escogiste en el ejercicio 2. Usa pronombres posesivos (**his, her, its**).*

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### Extra activity

5. Bring a magazine for the next class.

*Trae una revista para la clase siguiente.*

## Lesson 21

### Create a gallery of famous people



**Play**

1. Open the magazine and choose 2 different artists.

*Abre la revista que trajiste y escoge 2 diferentes artistas.*

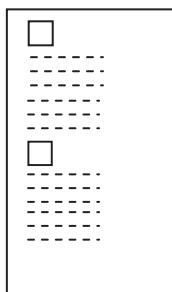
2. Cut the images that you have chosen.

*Recorta las imágenes que hayas escogido.*



3. Paste the images you get on an empty sheet.  
*Pega las imágenes que cortaste en una hoja en blanco.*

e.g.



4. Write a description of the artists you chose. Include name, place of birth, date of birth, physical description, activities they do and abilities.

*Escribe una descripción de los artistas que recortaste incluye datos como: nombre, lugar de nacimiento, fecha de cumpleaños, descripción física, actividades que desempeñan y habilidades.*

5. Paste the posters on the windows, walls and board.

*Pega los pósters que creaste en las ventanas, paredes y en el pizarrón.*

## Lesson 22

**Come to visit our gallery!**



**Play**

1. Invite different people to your gallery. Tell other partners, your parents and teachers.

*Invita a diferentes personas a tu galería. Dile a otros compañeros, a tus papás y a tus maestros.*



2. Look at the pictures of the artists and read their descriptions.

*Observa las fotos de los artistas y lee sus descripciones.*

3. Choose 4 artists and complete the chart with the information you read on the gallery.

*Completa los cuadros con la información que obtuviste de 4 artistas de la galería.*

1)

Gallery of Famous People	
Name:	_____
Birth of date:	_____
Age:	_____
Occupation:	_____
Abilities:	_____
	_____

2)

Gallery of Famous People	
Name:	_____
Birth of date:	_____
Age:	_____
Occupation:	_____
Abilities:	_____
	_____

3)

Gallery of Famous People	
Name:	_____
Birth of date:	_____
Age:	_____
Occupation:	_____
Abilities:	_____
	_____



4)

Gallery of Famous People	
Name:	_____
Birth of date:	_____
Age:	_____
Occupation:	_____
Abilities:	_____
	_____



**Speak**

4. Share the information of the artists you chose with your partners.  
*Comparte la información de los artistas que escogiste con tus compañeros.*



## Lesson 23

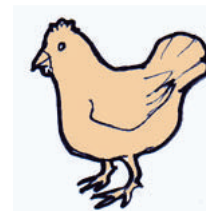
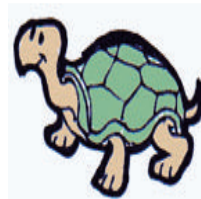
Who is it?



Play

1. Match the animals with the descriptions.

*Relaciona a los animales con las descripciones..*



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

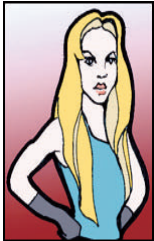
- 1) She is white. Her name is Kiki. She lives in a farm. Her babies live in eggs.
- 2) He is gray. His name is Kolo. He lives in the trees.
- 3) She is brown and green. Her name is Lizzi. She lives in the water.
- 4) He is gray. His name is Cheesy. He has a long tail. He loves eating cheese.



2. Now let's guess who the following famous people are. Match the columns.  
*Relaciona las columnas de acuerdo con el personaje famoso que corresponda.*



She has straight blond hair. She has long hair. She's a Mexican singer.



He has curly and black hair. He's a soccer player.



She has wavy and black hair. She's from Veracruz. She's an actress.



She has curly, long and brown hair. She loves children. She's a singer.



He has straight blond hair. He's from England. He's a soccer player.



3. Choose the correct option.

*Escoge la opción que corresponda.*

Elephants are \_\_\_\_\_. They have \_\_\_\_\_ trunks.  
(green / gray) (long / short)

Turtles are \_\_\_\_\_. They have a \_\_\_\_\_ shells.  
(purple / green) (big / small)

Giraffes are \_\_\_\_\_. They have \_\_\_\_\_ necks.  
(tall / short) (long / short)

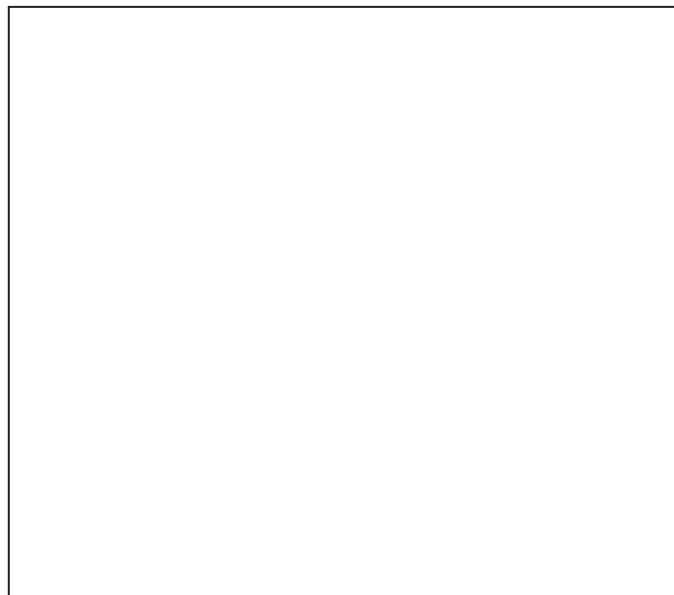
A mouse is \_\_\_\_\_. It has a \_\_\_\_\_ tail.  
(big / small) (long / short)

A whale is \_\_\_\_\_. It is \_\_\_\_\_.  
(gray / orange) (small / big)

4. Draw the animal that the text describe.

*Dibuja el animal que describe el texto.*

It is big. It has big ears, small eyes and a long neck. It is fat and green. It has four short legs. Its arms are long and its hands are black.





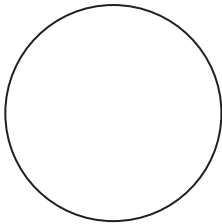
## Lesson 24

### Review

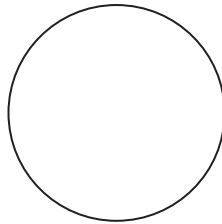


Write

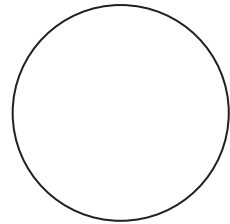
1. Draw the hands of the clock according to the hour.  
*Dibuja las manecillas a los relojes de acuerdo con la hora.*



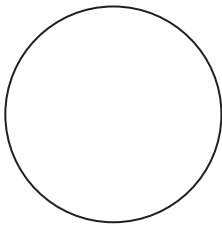
It's three o'clock.



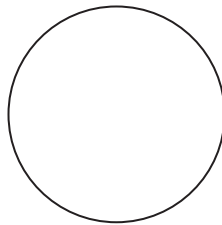
It's half past two.



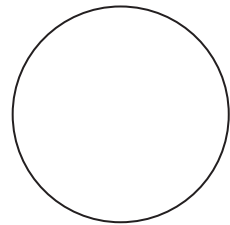
It's a quarter to nine.



It's a quarter past four.



It's one fifteen.



It's ten to five.



2. Find the words: always, usually, often, sometimes, seldom, never.

*Encuentra las palabras: always, usually, often, sometimes, seldom, never.*

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

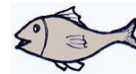
3. Match the description with the animal.

*Relaciona las descripciones con el animal.*

It is small. It has small ears and a long tail. It loves cheese.



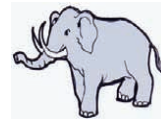
It is big. It has a long trunk and big ears. It is gray.



It is brown. It has a long tail. It is a man's best friend.



It is small. It can fly. It lives in the forest.



It is gray. It lives in the sea. It can swim.





4. Read the text. Then, complete the information.

*Lee el texto. Después completa la información.*

Zeta 54 is from space. He is 201 years old. He is a singer. He is tall and fat. He has a big head and only one blue eye. He has four hands and two legs. His feet are big. He is orange. He is friendly, kind, patient, adventurous and intelligent.

Zeta 54 has a brother. His name is Zeta 55 and he is 190 years old. He is an actor. He is short and thin. He has a small head and only one green eye. He has four hands and long legs. He is blue. He is aggressive, bad-tempered, impatient and lazy.

Name	Age	Physical Appearance	Personality	Occupation

5. Write AND, BUT, OR.

*Escribe AND, BUT, OR.*

- a) I have English class on Monday, Wednesday, \_\_\_\_\_ Thursday.
- b) Do you prefer cats \_\_\_\_\_ dogs?
- c) I like vegetables \_\_\_\_\_ I don't like carrots.
- d) In my schoolbag I carry a book, a notebook, a pen \_\_\_\_\_ a pencil.
- e) My dog is very clean \_\_\_\_\_ it doesn't like to take a shower.



6. Find the words and circle them. All of these words are related to you and your relationship with your pet. Look them up in a dictionary and write their meanings.

*Encuentra las palabras y enciérralas. Todas estas palabras están relacionadas contigo y tu mascota. Búscalas en el diccionario y anota su significado.*

ACCEPT	COMPANIONSHIP	INTERDEPENDENCE	RESPECT
BUDDY	CONFIDE	RESPONSIBILITY	LOVE
CARE	ENJOY	MUTUAL	REST
COMFORT	EXERCISE	PLAY	TRAIN
FRIEND	COMMITMENT	PROTECTION	TRUST

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



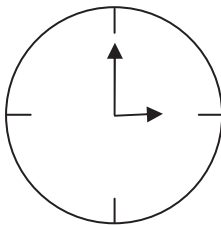
## Answer Key/ Respuestas



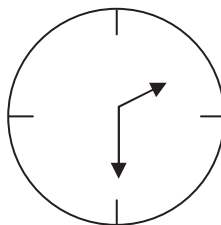
Write

1. Draw the hands of the clock according the hour.  
*Dibuja las manecillas a los relojes de acuerdo a la hora.*

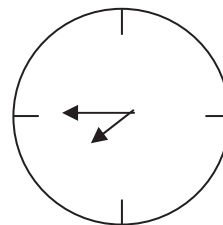
Page 71/ página 71



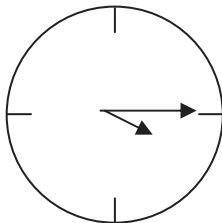
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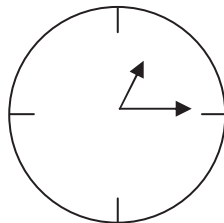
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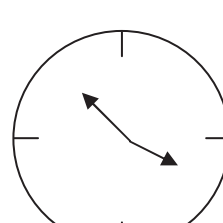
(8:45)



(4:15)



(1:15)



(4:50)



2. Find the words: always, usually, often, sometimes, seldom, never.

*Encuentra las palabras: always, usually, often, sometimes, seldom, never.*

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

3. Match the description with the animal.

*Relaciona las descripciones con el animal.*

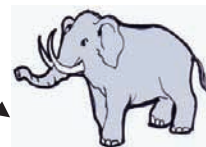
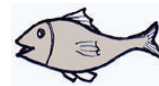
It is small. It has small ears and a long tail. It loves cheese.

It is big. It has a long trunk and big ears. It is gray

It is brown. It has a tail. It is the best friend of a man.

It is small. It can fly. It lives in the forest. It is beautiful.

It is gray. It lives in the sea. It can swim.





4. Read the text. Then, complete the chart.  
*Lee el texto. Después completa la información.*

Zeta 54 is from space. He is 201 years old. He is a singer. He is tall and fat. He has a big head and only one blue eye. He has four hands and two legs. His feet are big. He is orange. He is friendly, kind, patient, adventurous and intelligent.

Zeta 54 has a brother. His name is Zeta 55 and he is 190 years old. He is an actor. He is short and thin. He has a small head and only one green eye. He has four hands and long legs. He is blue. He is aggressive, angry, impatient and lazy.

Name	Age	Physical Appearance	Personality	Occupation
Zeta 54	201 years old	tall and fat. orange. a big head.	friendly, kind, patient, adventurous and intelligent.	singer.
Zeta 55	190 years old	short and thin. a small head. blue.	aggressive, angry, impatient and lazy.	actor.

5. Write and, but, or.  
*Escribe and, but, or..*

- I have English class on Monday, Wednesday and Thursday.
- Do you prefer cats or dogs?
- I like vegetables but I don't like carrots.
- In my schoolbag I carry a book, a notebook, a pen and a pencil.
- My dog is very clean but it doesn't like to take a shower.



6.-

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



## Materiales de apoyo

Temas	Material sugerido
Puedes consultar estas páginas a lo largo de toda la unidad 1.	<ul style="list-style-type: none"><li>• <a href="http://www.bbc.co.uk/teens">www.bbc.co.uk/teens</a></li><li>• <a href="http://www.afterschool.gov/kidsnteens2.html">www.afterschool.gov/kidsnteens2.html</a></li><li>• Programa sepAingles: Programa 9 “Spare Time”</li><li>• <a href="http://www.animalplanet.org">www.animalplanet.org</a></li><li>• <a href="http://www.animaland.org">www.animaland.org</a></li><li>• <a href="http://www.kidsplanet.org">www.kidsplanet.org</a></li></ul>

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# INGLÉS II

## Unit 2

Health and the body/Salud y el cuerpo







# Unit 2

## Health and the body/*Salud y el cuerpo*

### Purpose/*Propósito*

El propósito de esta unidad es capacitar a los estudiantes para que puedan dar consejos y hacer sugerencias sobre la salud.

### Topics/*Temas*

- Lesson 1 My head, my arms and my legs
  - Lesson 2 Is she feeling OK?
  - Lesson 3 Do you feel sick?
  - Lesson 4 What's the matter?
  - Lesson 5 You should stay in bed
  - Lesson 6 You shouldn't go to bed late
  - Lesson 7 Mini Check
  - Lesson 8 Take some pills
  - Lesson 9 I would go to the dentist
  - Lesson 10 I wouldn't use toothpicks
  - Lesson 11 A visit to the dentist
  - Lesson 12 Why don't you go to the nutritionist?
  - Lesson 13 You'd better change your eating habits
  - Lesson 14 Drink a cup of tea
  - Lesson 15 I have mumps
  - Lesson 16 Mini Check
  - Lesson 17 Project: Drugs abuse and illegal drugs. Part one
  - Lesson 18 Project: Drugs abuse and illegal drugs. Part two
  - Lesson 19 Project: Drugs abuse and illegal drugs. Part three
  - Lesson 20 Project: Drugs abuse and illegal drugs. Part four
  - Lesson 21 Review
- 21 sessions, 7 weeks/ 21 sesiones, 7 semanas



## Lesson 1

### My head, my arms and my legs



Read

1. Answer the question about the text.  
*Responde la pregunta acerca del texto.*

What kind of text is it?

- a) a letter                      b) an article                      c) an e-mail

2. Look at the picture and read the text.  
*Observa la imagen y lee el texto.*

Andy's mother is in her yoga class.

Yoga teacher: First, take a deep breath and relax. Lift your arms when you breathe in and breathe out when you low your arms.

Mom: Do we have to keep our back straight?

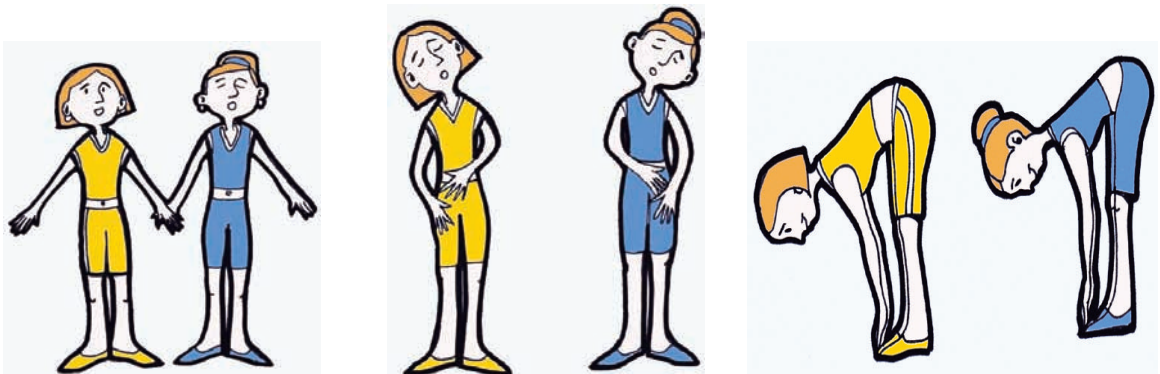
Yoga teacher: Yes, you do. Then turn your head up and down.

Mom: That feels great!

Yoga teacher: Touch, with your hand fingers, your feet. Keep your back straight.

Mom: Am I doing well?

Yoga teacher: Yes, you are. That's a great job!





3. Answer the questions about the text.  
*Responde las preguntas acerca del texto.*

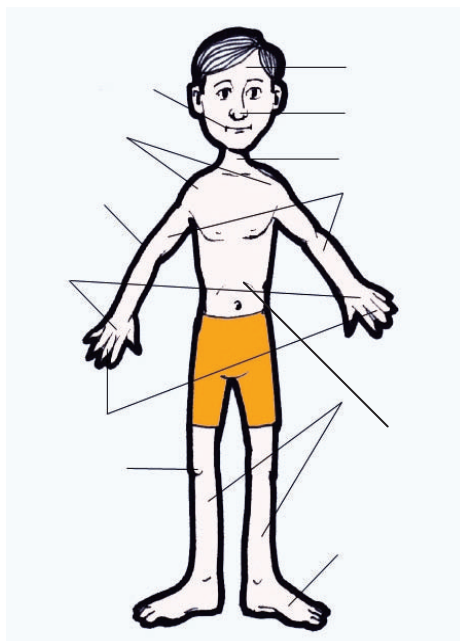
Where's Andy's mother? \_\_\_\_\_  
What is the class about? \_\_\_\_\_  
How is Andy's mom doing? \_\_\_\_\_



**Think**

4. Write on the line the words in the box.  
*Escribe sobre la línea las palabras del cuadro.*

head	nose	hands	stomach	legs
foot	fingers	shoulder	knee	
neck	elbow	mouth	arms	



**Play**

5. Play Simon Says.  
*Juega, Simón dice.*

Example: Simon says: touch your nose.



## Lesson 2

### Is she feeling OK?

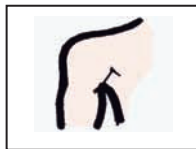


Read

1. Look at the images. Order the letters to form a word.  
*Observa las imágenes. Ordena las letras para formar una palabra.*



l/w/b/e/o



u/l/o/r/e/d/s/h



c/e/k/n

2. Look at the picture and read the text.  
*Observa la imagen y lee el texto.*

Andy: Hello. This is Andy speaking. May I speak with Rose?

Rose's mother: Hello Andy. I'm sorry but Rose isn't feeling ok!

Andy: **Is she fine?** She didn't go to school today.

Rose's mother: No, she isn't fine!

Andy: **Is she sick?**

Rose's mother: Yes, she has a cold.

Andy: Ups. Is she going to school tomorrow?

Rose's mother: Well, it depends on how she is feeling tomorrow morning.

Andy: Thanks for your help. Hope Rose gets better. Good bye.

Rose's mother: Thank you. Bye.





3. Circle T if the sentence is True and F if it is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Andy is speaking with Rose.

T

F

Rose was absent at school.

T

F

Rose isn't sick.

T

F

Rose has a cold.

T

F



**Think**

4. Re-read the dialogue. Answer the question.

*Relee el diálogo. Responde la pregunta.*

What are the questions used to know if someone is feeling bad or well?

---

---

5. Match the columns.

*Relaciona las columnas.*



Cold



Sick



Fine





## Write

6. Write a dialogue similar to exercise 2.  
*Escribe un diálogo similar al del ejercicio 2.*

---



---



---



---

## Lesson 3

### Do you feel sick?



## Read

1. Answer the question.  
*Responde la pregunta.*

What are they doing?

a) Writing a letter

b) Speaking on the phone

2. Read the dialogue.  
*Lee el diálogo.*

Andy: Hello. This is Andy. **How does Rose feel?**

Rose's mother: Hello Andy. She feels better.

**Don't you want to talk to her?**

Andy: Yes, I do.

Rose's mother: OK. Hold on please.

Rose: Hi Andy.

Andy: **Do you feel better?** We miss you at school.

Rose: Yes, I do. I believe I'll be back at school tomorrow.

Andy: That's great! See you tomorrow.

Rose: Good bye.

Andy: Bye.





3. Circle T if the sentence is True and F if it is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Andy is speaking with Rose's father.  
Rose is feeling better.  
Andy misses Rose at school.  
Rose will be back at school tomorrow.

T	F
T	F
T	F
T	F



**Think**



**Write**

4. Complete the chart using the dialogue.

*Completa la tabla usando el diálogo.*

Forms of do	Questions
Does	
Do	
don't	

5. Choose the answer that corresponds.

*Elige la respuesta que corresponda.*

We use \_\_\_\_\_ with singular nouns and the pronouns *he*, *she* and *it*.

- a) do
- b) does

We use \_\_\_\_\_ with plural nouns and the pronouns *I*, *we*, *you* and *they*.

- a) do
- b) does

They are the negative forms of do: \_\_\_\_\_

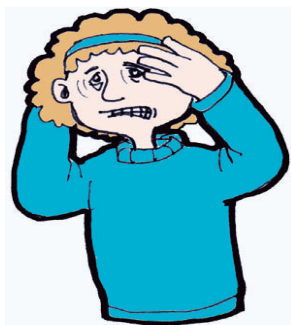
- a) done/ doesn't
- b) don't/ doesn't





## Write

6. Look at the image. Complete the text.  
*Observa la imagen. Completa el texto.*



John: \_\_\_\_\_ you feel ok?  
Ray: Yes I \_\_\_\_\_ but Laura \_\_\_\_\_ feel good.  
John: Laura \_\_\_\_\_ you feel fine?  
Laura: No, I \_\_\_\_\_. I have a headache.

## Lesson 4

### What's the matter?



## Read

1. Answer the question.  
*Responde la pregunta.*

What kind of texts are these?

- a) letters
- b) articles
- c) dialogues



2. Read the dialogues.  
*Lee los diálogos.*

What's the matter Andy?



I have a stomachache.

What's the matter Mom



I have a cough and a cold.

What's the matter Andy?



I have a headache.

3. Circle T if the sentence is True and F if is False.  
*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

In the dialogue one Andy has a stomachache.

T	F
T	F
T	F

In the dialogue two Andy's mom has a toothache.

In the dialogue Andy has a headache.





Think



Write

4. Complete the chart using the words in the box. Look at the parts of the body.

*Completa la tabla usando las palabras del cuadro. Observa las partes del cuerpo.*

To identify problems we ask:

---

cold

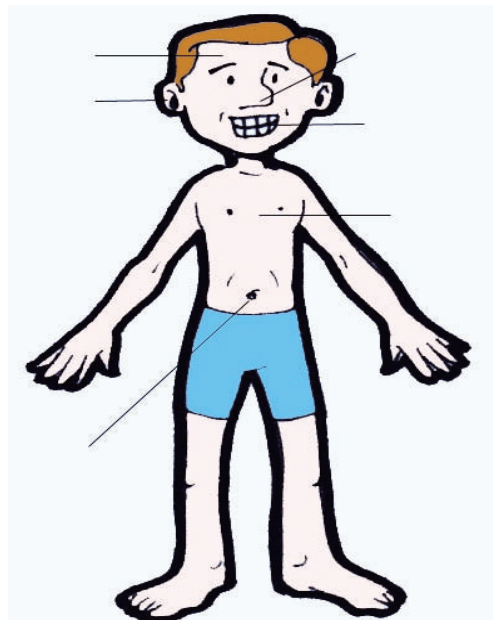
cough

toothache

headache

stomachache

earache







**Write**

5. Write on the line people's problems.

*Escribe sobre la línea los problemas de las personas.*

Example: She has fever.



---



---



---



---



---





Speak



Write

6. Work in pairs. Write a dialogue similar to exercise two and practice saying it with your partner.

*Trabaja en parejas. Escribe un diálogo similar al del ejercicio dos y practica diciéndolo en voz alta con tu compañero.*

---

---

---

## Lesson 5

### You should stay in bed



Read

1. Answer the questions. Order the words to form a word.

*Responde las preguntas. Ordena las letras para formar una palabra.*

What's the problem?

a) a/e/h/d/h/c/a/e

b) r/e/f/e/v

c) o/t/s/m/a/c/h/e/a/c/h/

---

---

---

2. Read the dialogue.

*Lee el diálogo.*

Andy: Good morning Mom.

Mom: Good morning Andy.

Andy: Are you OK?

Mom: No, I have a headache.

Andy: You **should** stay in bed.

Mom: But that's impossible!

I have lots of things to do.

Andy: You **should** take a nap.

Mom: Yes, you are right.





3. Answer the questions.  
*Responde las preguntas.*

What's the problem of Andy's mother?

What's Andy's mom going to do?



**Think**

4. Choose the answer that corresponds.  
*Elige la respuesta que corresponde.*

We use \_\_\_\_\_ to give advice.

- a) Should
- b) Do



**Write**

5. Match the columns.  
*Relaciona las columnas.*

- 1) I have a toothache.
- 2) She has a headache.
- 3) He has a stomachache.
- 4) I'm thirsty.
- 5) She is cold.

- a) She should put on her sweater.
- b) He should go to the doctor.
- c) You should drink some water.
- d) You should go to the dentist.
- e) She should take an aspirin.



**Speak**



**Write**

6. Work in pairs. Write different situations. Give advices to the situations. Share your information with your classmates.

*Trabaja en parejas. Escriban diferentes situaciones. Den consejos para las situaciones. Compartan la información con sus compañeros.*



Example:

- a) I want to loose weight.
- b) You should stop eating chocolate and sweets.

a) \_\_\_\_\_

b) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

## Lesson 6

**You shouldn't go to bed late**



**Read**

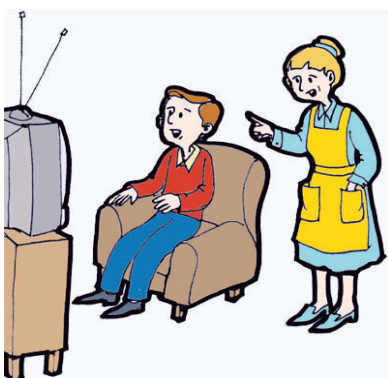
1. Complete the information.  
*Completa la información.*

Tom always goes to bed very late and he is always tired.  
He \_\_\_\_\_ go to bed earlier.





2. Read the dialogue.  
*Lee el diálogo.*



Mom: Andy, you **shouldn't** watch too much T.V.  
 Andy: Mom, it's my favorite cartoon!  
 Mom: You should do your homework.  
 Andy: Yes, I should.  
 Mom: Andy it's late! You **shouldn't** have to be awake up. Have you finished your homework?  
 Andy: It's almost done!  
 Mom: You should go to sleep now!

3. Circle T if the sentence is True and F if is False.  
*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Andy is watching T.V.	T	F
Andy's mom is happy because Andy is watching T.V.	T	F
Andy has done his homework early.	T	F
It is late and Andy is doing his homework.	T	F



**Think**

4. Choose the answer that corresponds.  
*Elige la respuesta que corresponda.*

It is the negative form of *should*.

- a) Don't
- b) Shouldn't





**Write**

5. Match the columns.

*Relaciona las columnas.*

- 1) You work too hard.
- 2) She is fat.
- 3) He is grounded.
- 4) I have a cold.
- 5) She has a cough.

- a) She shouldn't smoke.
- b) You shouldn't work so hard.
- c) She shouldn't eat junk food.
- d) You shouldn't drink cold drinks
- e) He shouldn't behave so bad.



**Speak**



**Write**

6. Work in pairs. Write different situations. Give advices to the situations. Share your information with your classmates.

*Trabaja en parejas. Escriban diferentes situaciones. Den consejos para las situaciones. Compartan la información con sus compañeros.*

a) \_\_\_\_\_  
b) \_\_\_\_\_

a) \_\_\_\_\_  
b) \_\_\_\_\_

a) \_\_\_\_\_  
b) \_\_\_\_\_

a) \_\_\_\_\_  
b) \_\_\_\_\_



## Lesson 7

### Mini Check



#### Read

1. Answer the question.  
*Responde la pregunta.*

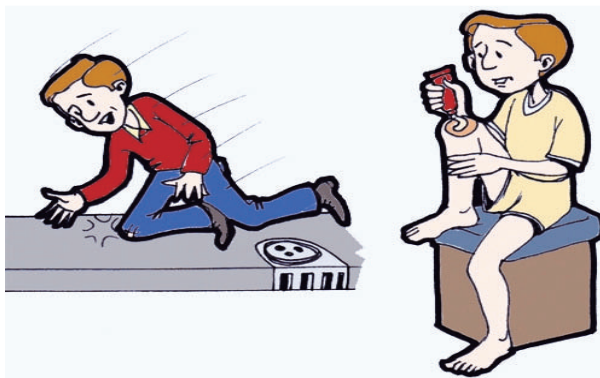
What kind of text is it?

- a) an e-mail
- b) a letter
- c) an article

2. Read the text.  
*Lee el texto.*

Dear Rose,

I'm writing you to tell you that I fell down when I was walking down the street. I injured my right knee. I went to the Doctor and he told me I should take care of my knee. I should put some ointment on. I shouldn't walk until it gets better. Are you OK? How do you feel? Please write soon.



Regards,  
Andy



3. Circle T if the sentence is True and F if is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Andy is writing a letter to Rose.

T

F

Andy fell down the bed.

T

F

Andy injured his right knee.

T

F

Andy should put ointment on.

T

F



**Write**

4. Order the questions and write them on the line. Answer the questions.

*Ordena las preguntas y escríbelas sobre la línea. Contesta las preguntas.*

1) she/ Is/ sick?

---

---

2) the/ What/ matter/ 's/?

---

---

3) feel/ Do/ sick/ you/ ?

---

---

4) does/ he/ How/ feel/ ?

---

---



5. Find the words in the box and circle them.  
*Encuentra y encierra las palabras del cuadro.*

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

stomachache      head      elbow      toothache  
                          ear      arms      hand

6. Answer the letter to Andy.  
*Responde la carta a Andy.*

\_\_\_\_\_

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Regards,

\_\_\_\_\_



## Lesson 8

### Take some pills



#### Read

1. Answer the question.  
*Responde la pregunta.*

Who is the man that works at a hospital and takes care of people's health? He is a \_\_\_\_\_.

- a) mechanic
- b) doctor
- c) policeman

2. Read the dialogue.  
*Lee el diálogo.*

Mom: How are you feeling today?

Andy: I woke up with a cold.

Mom: I think we should go to see Dr. Lopez.

Dr. Lopez: What's the matter?

Mom: Andy has a cold.

Dr. Lopez: I see! You also have fever. OK, Andy you have to stay in bed for two days, take some pills and don't drink cold water.

Mom: You heard that, Andy. You have to stay in bed.





3. Answer the questions.  
*Responde las preguntas.*

Why did Andy go to the doctor?

---

What did the doctor advice Andy?

---

In your opinion, what should Andy do?

---



**Think**

4. Go back to the text and complete the information.  
*Regresa al diálogo y completa la información.*

Imperative form is used to give medical indications. For example:  
*Stay in bed, \_\_\_\_\_, \_\_\_\_\_.*



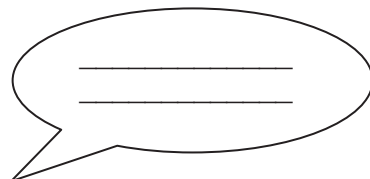
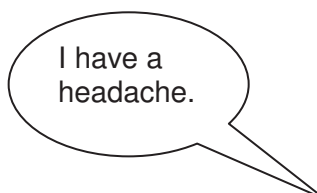
**Write**

5. Write on the line the medical instruction that refers to the problem.  
*Escribe sobre la línea la prescripción médica que se refiera al problema.*

Stay in bed

Take an aspirin

Have a hot drink





I have a cough.



\_\_\_\_\_

I have a cold.



\_\_\_\_\_



**Speak**



**Write**

6. Ask your classmates how they are feeling and give them medical instructions. Complete the chart.

*Pregunta a tus compañeros cómo se sienten y dales una prescripción médica. Completa la tabla.*

Name	Problem	Advice
Anne	animal bite	go to see a doctor



100

**I would go to the dentist**



## Read

1. Answer the question.  
*Responde la pregunta.*

Where are they?

- a) at school                      b) at home

2. Read the dialogue.  
*Lee el diálogo.*

Andy: Hi, Mom! How are you doing?

Mom: I have a toothache. It really hurts!

Andy: If I were you I **would** go to the dentist.

Mom: That's a good idea.

Andy: Yes mom but if I were you, I would brush my teeth properly.

Mom: I know, Andy.





3. Circle T if the sentence is True and F if is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Andy has a toothache.

T

F

Andy's mom is going to the dentist.

T

F

Andy doesn't brush his teeth properly.

T

F



**Think**

4. Answer the questions.

*Responde las preguntas.*

**Would** is used to:

a) request

b) order



**Write**

5. Complete the information.

*Completa la información.*

Sara is tired.

If I were Sara, I \_\_\_\_\_

Leo has a cold.

If I were Leo, I \_\_\_\_\_

Tom is thirsty.

If I were Tom, I \_\_\_\_\_

Norma has a cough.

If I were Norma, I \_\_\_\_\_





**Speak**



**Write**

6. Ask your classmates how they are feeling and give them medical instructions. Complete the chart.

*Pregunta a tus compañeros cómo se sienten y dales una prescripción médica. Completa la tabla.*

Name	Problem	Request
Anne	animal bite	If I were you first, I would wash the bite with soap and water

## Lesson 10

**I wouldn't use toothpicks**



**Read**

1. Answer the question.

*Responde la pregunta.*

He is a man that takes care of our mouth health. He helps us when we have problems with our teeth. He is a:

- a) Nutritionist      b) Carpenter      c) Dentist



2. Read the dialogue.  
*Lee el diálogo.*

Andy's Mom: Hello this is Mrs. Gomez speaking.  
May I speak with dentist Robins?

Dentist Robins: Hello. Good afternoon. What's the problem?

Andy's Mom: I have a toothache.

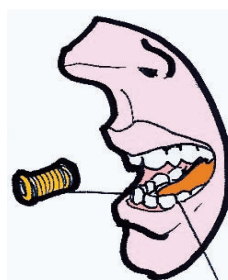
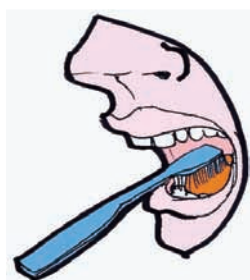
Dentist Robins: Oh! I see! Take some pills to avoid inflammation or redness. It's important to brush your teeth with a soft tooth brush, to prevent decay.

Andy's Mom: Would I brush hard my teeth?

Dentist Robins: No, you **wouldn't**. And if I were you I, **wouldn't** use toothpicks because you can hurt your gums. The best thing to use is dental floss.

Andy's Mom: I think I should visit the dentist regularly!

Dentist Robins: That's right. If I were you I, would make an appointment for tomorrow.



3. Answer the questions about the dialogue.  
*Responde las preguntas acerca del diálogo.*

1) Why did Andy's Mom go to see the dentist?

---

2) Why do we have to brush our teeth?

---

3) Is it good to use toothpicks?

---

4) Find on a dictionary the meaning of these words:

Gum: \_\_\_\_\_

Dental floss: \_\_\_\_\_

Toothpicks: \_\_\_\_\_





## Think

4. Answer the questions.  
*Responde las preguntas.*

**Wouldn't** is used to:

- a) request
- b) order



## Write

5. Complete the information.  
*Completa la información.*

Laura has a stomachache.

If I were Laura, I \_\_\_\_\_

Sophie is late for school.

If I were Sophie, I \_\_\_\_\_

Ralph is bored.

If I were Ralph, I \_\_\_\_\_

Bob has a cold.

If I were Bob, I \_\_\_\_\_





**Speak**



**Write**

6. Work in pairs. Write a dialogue similar to exercise two. Practice saying it.

*Trabaja en parejas. Escribe un diálogo similar al del ejercicio dos. Practica diciéndolo en voz alta.*

---

---

---

---

## Lesson 11

### A visit to the dentist



**Read**

1. Order the words according to the image.

*Ordena las palabras de acuerdo con la imagen.*



a/c/e/m/h/i/c/n



u/r/n/s/e



/e/r/h/c/t/e/a

---

---

---



2. Read the dialogue.

*Lee el diálogo.*

Andy's Mom: Finally I'm here!

Dentist Robins: Let me see your **tooth**.

Andy's Mom: I believe it is probably decay.

Dentist Robins: You should consider  
suggestions I told you yesterday.

Andy's Mom: Are you checking all **teeth**?

Dentist Robins: Yes, I am. Just to prevent.



**Think**

3. Go back to the dialogue and look at the words in **bold**.

*Regresa al diálogo y observa las palabras en **negritas**.*

Some nouns have irregular plurals like:

a) tooth- teeth

b) foot-feet

4. Complete the chart.

*Completa la tabla.*

Singular forms	Plural forms
tooth	Teeth
foot	



**Write**

5. Write a dialogue similar to exercise two using *foot* and *feet*.

*Escribe un diálogo similar al del ejercicio dos usando foot y feet.*

---

---

---

---

---



## Lesson 12

### Why don't you go to the nutritionist?



Read

1. Ask your partner what kind of food he likes and write a ☒ or a ☐ according to you and your partner's information.

Pregunta a tu compañero ¿qué tipo de comida le gusta? y escribe una ☒ o una ☐ de acuerdo con lo que les gusta a ti y a tu compañero.

	Vegetables	Meat	Junk food	Fruits
You				
Your partner				

2. Read the dialogue.

Lee el diálogo.

Andy: Hi Rose, you look different!

Rose: Yes, is because I'm gaining weight!

Andy: **Why don't you go to nutritionist?**

Rose: I believe that's a good idea!

Rose: Andy, I see that you are also a bit fat!

Andy: Mmmm. It's just that I'm growing!

Rose: **Why don't you come with me to visit the nutritionist?**

Andy: I think I will go with you.





3. Circle T if the sentence is True and F if is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Rose and Andy are at the hospital.

T

F

Rose is gaining weight.

T

F

Andy is going to visit the nutritionist.

T

F

Rose is going to visit the nutritionist.

T

F



**Think**

4. Answer the questions.

*Responde las preguntas.*

What is the question used in the dialogue to make suggestions?

---

Write in Spanish the meaning of this question.

---



**Write**

5. Choose the answers that correspond.

*Elige las respuestas que correspondan.*

1) I'm tired.

a) go to bed

b) watch T.V.

c) take a nap

2) I have a headache.

a) take an aspirin

b) talk on the phone

c) relax

3) I'm thirsty.

a) drink a soda

b) play soccer

c) drink a glass of water

4) I'm hungry.

a) eat an apple

b) go to bed

c) have a meal





**Speak**



**Write**

6. Work in pairs. Use the problems in exercise five and have a dialogue with your partner. Write the dialogue.

*Trabaja en parejas. Usen las situaciones del ejercicio cinco y sostengan un diálogo con su compañero. Escribe tu diálogo.*

1) I'm tired.

Two horizontal lines for writing a response.

Two horizontal lines for writing a response.

2) I have a headache.

Two horizontal lines for writing a response.

Two horizontal lines for writing a response.



3) I'm thirsty.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) I'm hungry.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 13

**You'd better change your eating habits**



**Read**

1. Answer the question about the dialogue.  
*Responde la pregunta acerca del diálogo.*

What kind of text is it?

- a) a letter                      b) an article



2. Read the text.  
*Lee el texto.*

## Nutrition and your health

You should lower your fat ingestion by following some of the suggestions bellow.

You should avoid greased **meat** and fried foods.

You can substitute them with sliced turkey, fish, **eggs** and poultry.

You should also avoid tuna canned in oil and substitute it with tuna canned in water.

You should take low-fat **milk**, **vegetables** and **rice**.

You should not drink excessive amounts of **coffee** or **tea** and **colas** because they can cause insomnia and irritability.

**Water** has no calories, it carries nutriment, hormones, waste products, etc. It also enables you to digest and absorb food.



3. Answer the questions about the article.  
*Responde las preguntas acerca del artículo.*

What kind of food you have to avoid?

---

How can we substitute tuna canned in oil?

---

What does an excessive amount of drinking coffee, tea and colas cause?

---

Write two characteristics of water.

---

---





**Think**

4. Look at the chart.  
*Observa la tabla.*

Count nouns	Non count nouns
eggs	meat
vegetables	milk
	tea
	coffee

5. Complete the information.  
*Completa la información.*

Count nouns have:

- a) singular and plural forms
- b) imperative forms

Non count nouns have:

- a) singular and plural forms
- b) only one form

Non count nouns are the ones that are contained in:

- a) bottles, cans, tubes, bags, boxes
- b) water, sugar, coffee, butter

Count nouns are the ones that:

- a) Can be quantified by piece
- b) Are in containers





**Speak**



**Write**

6. Complete the chart with the words in the box. Organize count and non count nouns. Share your answers with your classmates. Illustrate your answers.

*Completa la tabla con las palabras del cuadro. Organiza los count y non count nouns. Comparte la información con tus compañeros. Ilustra tus respuestas.*

milk	beans	rice	wheat	strawberry	cream
yogurt		celery	pepper	butter	bacon
meat		lettuce	fish	banana	cheese
		spinach	mango		

Dairy products	Cereals	Meats	Fruits	Vegetables
yogurt	wheat	bacon	mango	lettuce

Countable nouns	Non countable nouns



## Lesson 14

### Drink a cup of tea



#### Read

1. Answer the question.  
*Responde la pregunta.*

What kind of text is it?

- a) a letter                      b) an e-mail                      c) a dialogue

2. Read the dialogue.  
*Lee el diálogo.*

Mom: How are you feeling today?  
Andy: I woke up with a cold.  
Mom: First, I'll give you **a cup of hot tea**  
and then I will call Dr. Lopez.



Dr. Lopez: What's the matter?  
Mom: Andy has a cold.  
Dr. Lopez: I see! Does he have fever.  
Mom: Yes, a little.  
Dr. Lopez: OK. Andy has to stay in bed.  
Take **some pills** and don't drink cold water.  
Dr. Lopez: If he has a cough, he has to take **three drops of syrup**.



3. Answer the questions about the dialogue.  
*Responde las preguntas acerca del diálogo.*

What's the matter with Andy? \_\_\_\_\_

Who is Andy's mom talking with? \_\_\_\_\_

What are the suggestions Dr. Lopez gave to Andy?

\_\_\_\_\_

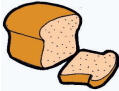









### Think

4. Complete the chart.

*Completa la tabla.*

Expressions of quantity	
a piece of	bread 
a bowl of	soup 
Some	
a few	vegetables 
a little	
a glass of	water 
a cup of	coffee 
a grain of	rice 



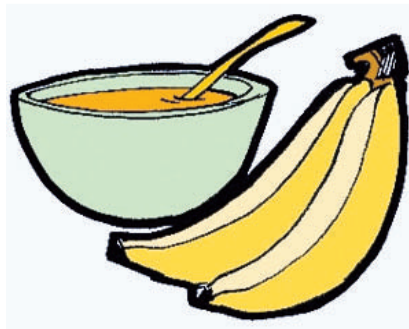
### Write

5. Work with a partner. Take turns describing the images. Make sentences.

*Trabaja con un compañero. T rnense para describir las im genes. Escribe enunciados.*

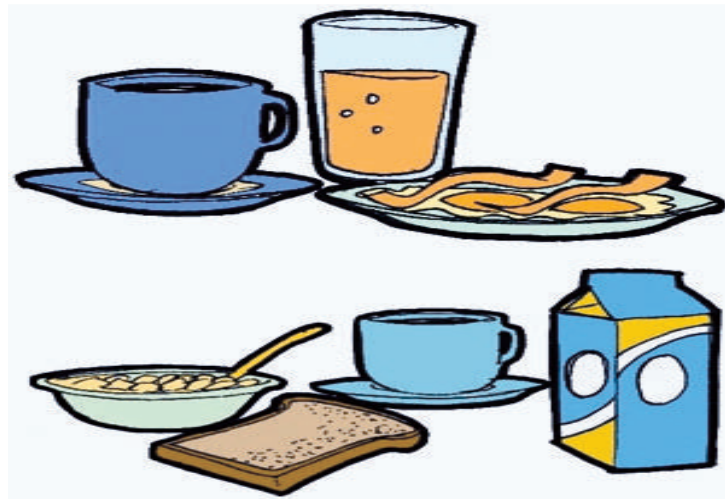
Example:

There is a bowl of vegetable soup.  
There are some bananas.

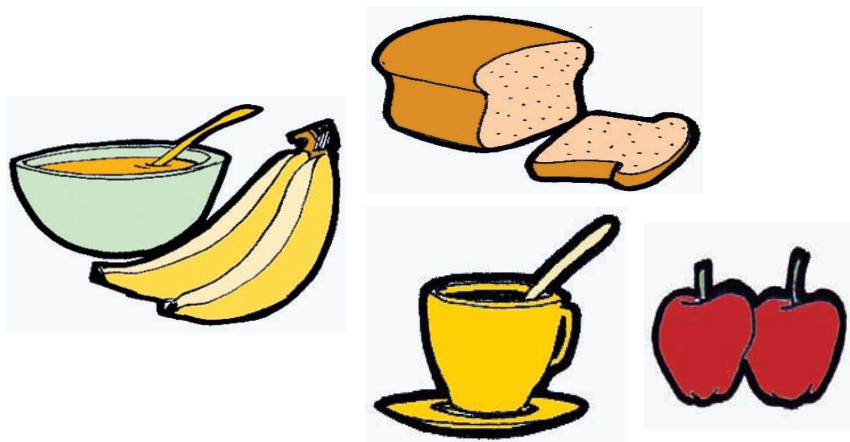




1) Breakfast



2) Lunch





### 3) Dinner



## Lesson 15

### I have mumps



#### Read

1. Find in the text the punctuation marks and circle them.  
*Encuentra en el texto los signos de puntuación y enciérralos en un círculo.*

Example:

They are always having fun○ so they are never sad○



2. Read the text.  
*Lee el texto.*

✕

✓

←

📧

📁

💾

📁

✉

☰

From: andygomez@cooltown.com  
To: rose@meetme.com  
Subject: Greetings from Mexico

Dear Rose,

I'm writing to tell you that I'm sick. I'm usually very healthy, **but** I have mumps.  
My brothers, my parents **and** friends are taking care of me.

I'm most of the time in bed **or** watching T.V. in the sofa, **because** I can't go to school  
**because** it's very contagious. I'm reading mystery books **and** tales until I get better,  
**but** sometimes I get bored. When I'm not reading **or** watching T.V. I sleep.



Regards,  
Andy





### Think

3. Choose the answer that corresponds.

*Elige la respuesta que corresponde.*

\_\_\_\_\_ *Because* is used to show:

- a) relationship
- b) cause and effect

\_\_\_\_\_ connects similar ideas or adds information.

- a) and
- b) so

\_\_\_\_\_ means “*by contrast*”. It connects opposite ideas.

- a) but
- b) because

\_\_\_\_\_ expresses an alternative or choice.

- a) and
- b) or



### Write

4. Complete the text use (“,” “and”, “but”, “because”)

*Completa el texto, usa (“,” “and”, “but”, “because”)*

I fell down when I was walking \_\_\_\_\_ I didn't notice that there was a big hole. That's why I broke my leg \_\_\_\_\_ my arm. I didn't use to be aware \_\_\_\_\_ now I'm very careful. Look well \_\_\_\_\_ be careful when you are walking \_\_\_\_\_ it's very dangerous.



5. Answer the e-mail to Andy. Use (“,” “and”, “but”, “because”)  
*Responde el correo electrónico. Usa (“,” “and”, “but”, “because”)*

From:

To:

Subject:

Dear \_\_\_\_\_,

Regards,  
\_\_\_\_\_

## Lesson 16

## Mini Check



## Read

1. Complete the information.  
*Completa la información.*

If I have a headache. What should I do?



2. Read the dialogue.

*Lee el diálogo.*

Doctor: So, tell me Andy how do you feel?

Andy: I'm feeling very bad, I have mumps.

Doctor: Do you have fever or headache?

Andy: No, I don't. But I have a terrible sore throat!

Doctor: OK. You have a sore throat and mumps but you don't have fever or headache. Rest in bed and drink plenty liquids and some hot teas.

Why don't you also take some vitamins?

Andy: So, when I get to my home I will drink a cup of tea and a glass of lemonade.

Doctor: If I were you, I wouldn't drink cold beverages.



3. Answer the questions about the dialogue.

*Responde las preguntas acerca del diálogo.*

What's Andy's problem?

---

How is Andy feeling?

---

What are the suggestions Doctor told Andy?

---

What is Andy going to do, when he gets home?

---



**Think**

4. Go back to the text. Complete the chart.

*Regresa al texto. Completa la tabla.*

Nouns	Quantifiers	Questions



Directions (imperatives)	Requests



**Speak**



**Write**

5. Work in pairs. Think about a problem and write a dialogue about it and give suggestions and solutions. Practice saying the dialogue with your classmates.

*Trabaja en parejas. Piensen acerca de un problema y escriban un diálogo, den sugerencias y soluciones. Practiquen diciéndolo a sus compañeros.*

---

---

---

---

---

---

---

---

---

---



## Lesson 17

### Project: Drugs abuse and illegal drugs. Part one



#### Read

1. A project work helps the students to build up their English vocabulary. It has all the words the students use outside the classroom.

*Un proyecto escolar sirve para que los estudiantes construyan su vocabulario en inglés. Éste debe ayudar a recopilar palabras que se usan fuera del salón de clases.*

2. A project work is used to describe activities done in the classroom. The students use their general knowledge and information to do something to present it to the class.

*Un proyecto es utilizado para describir actividades hechas dentro del salón de clases en el cual se invita al estudiante a usar sus conocimientos e información para hacer algo y presentarlo frente a la clase.*

3. Look at the list of contents.

*Observa la lista de contenidos.*

- |                        |  |
|------------------------|--|
| • Brochures (folletos) | Causes and effects of drugs use and abuse  |
| • Poster               | How to avoid drug use?                     |
| • Persuasive arguments | Why don't you make conscience about drugs? |

4. Work in pairs to look for information about one of the contents.

*Trabaja en parejas para buscar información acerca de alguno de los temas.*

5. Create something unique that communicates what you want to other people.

*Creen algo único, algo que comunique lo que ustedes quieren a otras personas.*



6. Each pair has different contents. Share what you have chosen with your classmates not repeating.

*Cada pareja tiene diferentes tipos de contenidos. Comparte con tus compañeros los que elegiste para que no se repitan.*

## Lesson 18

### Project: Drugs abuse and illegal drugs. Part two



#### Read

- Making brochures  
*Hacer folletos*

#### 1. Prewriting.

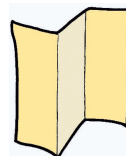
*Antes de escribir.*

- Choose a topic.
- Gather specific details.

#### 2. Writing.

*Escribiendo.*

- Get a sheet of paper.
- Divide the sheet in three parts of the same size.
- Fold the sheet.
- Write specific details (example: **cocaine**- increases heartbeats. Produces a feeling of euphoria and high energy).
- Mark with **bold**, underlined, etc. the important words.
- Illustrate your brochure.





3. Checking.  
*Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the details that are important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

4. Publishing.  
*Publicando.*

- Glue or draw the images of your subject on the folded sheet
- Share your brochure with your classmate (you can photo copy your brochure and distribute it in your school).
- Paste the brochure on the windows or in the bulletin board.

## Lesson 19

### Project: Drugs abuse and illegal drugs. Part three



#### Read

- Making a poster  
*Hacer un poster*

1. Prewriting.  
*Antes de escribir.*

- Choose a topic.
- Find information.



2. Writing.  
*Escribiendo.*

- Write a draft.
- Write the most information; try to be brief and specific.
- Think about an illustration and make a layout of it.

3. Checking.  
*Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the information you include is important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

4. Publishing.  
*Publicando.*

- Work in the playground.
- Get chalks of different colors.
- Mark on the floor the space you are going to use to make your poster.
- Write the information you get on the floor and draw the image.

## Lesson 20

### Project: Drugs abuse and illegal drugs. Part four



#### Read

- Persuasive arguments  
*Argumentos persuasivos*

1. Prewriting.  
*Antes de escribir.*

- Decide what you want to persuade people to do.



- Gather convincing facts and reasons.

## 2. Writing.

### *Escribiendo.*

- You will try to persuade readers to agree with them. You should state your opinion.
- Give facts and reasons. You would have to change readers mind. Give details that help support your opinion.
- Repeat your opinion.

Example:

Why not losing weight?

State your opinion

Give facts and reasons

Repeat your opinion

John should avoid eating fat food.  
He has overweight; he is a person that weights more than the average for his age and size. He has an excess of fat or adipose tissue. The addition of fat may probably cause problems in the circulatory system and diabetes.  
John should take care of his weight and health.

## 3. Checking.

### *Revisando.*

- Read your draft to your partner.
  - Note your partner's response.
  - Ask him if your reasons persuaded him.
- Let your partner to read the draft.
  - Tell your partner when you were persuaded.
- Check if you persuaded someone to try to do something.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

## 4. Publishing.

### *Publicando.*

- Share your argument with the classmates.
- Illustrate your persuasive argument.



## Lesson 21

### Review



### Write

1. Complete the dialogue with the words in the box.

*Completa el diálogo con las palabras del cuadro.*

should	don't	matter	why
	do	good	

Marcus: What's the \_\_\_\_\_, Tania?

Tania: I have a headache, I'm not feeling Ok.

Marcus: \_\_\_\_\_ get angry. \_\_\_\_\_ don't you take an aspirin?

Tania: Then what should I \_\_\_\_\_?

Marcus: You \_\_\_\_\_ relax and take a breath.

Tania: That's a \_\_\_\_\_ idea. Thanks!

2. Choose the answer that corresponds. Write on the line what you shouldn't do.

*Elige la respuesta que corresponda. Escribe sobre la línea lo que no deberías hacer.*

#### 1. Drowning

\_\_\_ a) You should cover your nose

\_\_\_ b) You should give artificial respiration.

#### 2. Broken bone

\_\_\_ a) You should make the person vomit

\_\_\_ b) You shouldn't move the area



### 3. Burns

- \_\_\_ a) You should put tomato on the burn.  
\_\_\_ b) You should put the burnt into running water.
- 

### 4. Poisoning

- \_\_\_ a) You should hold his head.  
\_\_\_ b) You should get the person to the doctor.
- 

### 3. Draw the images according to the instruction. Write a sentence about it.

*Dibuja las imágenes de acuerdo a la instrucción. Escribe un enunciado acerca de ello.*

a piece of cake	
a bowl of cereal	
some eggs	
a few milk	
a little sugar	
a glass of juice	
a cup of tea	



4. Order the questions.  
*Ordena las preguntas.*

1) I'm thirsty.  
Why/ don't/ you/ have/ a/ soda/?

---

2) I have a cold.  
cup/ have/ Why/ you/ don't/ a/ tea/ of/?

---

3) I'm hungry.  
eat/ Why/ don't/ an/ you/ apple/?

---

4) I have a cough.  
Why/ of syrup / you/ take/ drop / a/?/don't

---

5. Order the words to form a question or sentence. Match the columns.  
*Ordena las palabras para formar una pregunta o enunciado. Relaciona las columnas.*

1) shouldn't/ go/ late/ bed/ to/ You  
2) go/ swimming/ you/ don't/ Why  
3) eat/ more/ should/ You/ vegetables  
4) specialist/ you/ Why/ see/ don't/ a  
5) don't/ drink/ Why/ you/ lemonade

\_\_\_ I have a cold.  
\_\_\_ I have an earache  
\_\_\_ I'm thirsty  
\_\_\_ I have to wake up early.  
\_\_\_ I have to loose weight



Ana está muy enferma. Tiene dolor de estómago. Escríbele un correo electrónico dándole sugerencias.

[illegible]



## Answer key/ *Respuestas*

### Lesson 7 Mini Check

Page/página 110

4.

1) Is she sick?

No, she isn't sick.

2) What's the matter?

He/ she has a headache, stomachache, etc.

3) Do you feel sick?

No, I don't.

4) How does he feel?

He feels fine, sick, etc.

Page/página 111

5.

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



## Lesson 16

### Mini Check

Pages/páginas 136-137

4.

Nouns	Quantifiers	Questions
Tea	some	How do you feel?
Liquids	some	Do you have fever or headache?
Lemonade	plenty	Why don't you also take some vitamins?
	a glass of	
	a cup of	

Directions (imperatives)	Requests
Rest in bed and drink plenty of liquids and some hot teas.	If I were you, I wouldn't drink cold beverages



## Review

Page/página 143

1.

Marcus: What's the matter, Tania?

Tania: I have a headache, I'm not feeling Ok.

Marcus: Don't get angry. Why don't you take an aspirin?

Tania: Then what should I do?

Marcus: You should relax and take a breath.

Tania: That's a good idea. Thanks!

Pages/páginas 143-144

2.

1. Drowning

☐ a) You should cover your nose

☒ b) You should give artificial respiration.

You shouldn't cover your nose.

2. Broken bone

☐ a) You should make the person vomit

☒ b) You shouldn't move the area

You shouldn't make the person vomit.

3. Burns

☐ a) You should put tomato on the burn.

☒ b) You should put the burn into running water.

You shouldn't put tomato on the burn.

4. Poisoning

☐ a) You should hold his head.

☐ b) You should get the person to the doctor.

You shouldn't hold his head.



4.

1)

Why don't you have a soda?

2)

Why don't you have a cup of tea?

3)

Why don't you eat an apple?

4)

Why don't you take a drop of syrup?

5.

1) You shouldn't go to bed late.

2) Why don't you go swimming?

3) You should eat more vegetables.

4) Why don't you see a specialist?

5) Why don't you drink lemonade?

2 I have a cold.

4 I have an earache

5 I'm thirsty

1 I have to wake up early.

3 I have to loose weight



## Materiales de apoyo

Temas	Material sugerido
Puedes consultar estas páginas a lo largo de toda la unidad 2.	<ul style="list-style-type: none"><li>• <a href="http://www.health.discovery.com">www.health.discovery.com</a></li><li>• Programa enciclomedia para telesecundaria.</li></ul>

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# INGLÉS II

## Unit 3

Shopping and Clothes/Compras y ropa







# Unit 3

## Shopping and Clothes/ *Compras y ropa*

### Purpose/*Propósito*

El propósito de esta unidad es capacitar a los estudiantes para participar en conversaciones con las cuales comparen, compren o vendan una variedad de artículos.

### Topics/*Temas*

- |           |  |
|-----------|--|
| Lesson 1  | Look at this catalogue                                   |
| Lesson 2  | The jacket is comfortable                                |
| Lesson 3  | That red T-shirt is nice                                 |
| Lesson 4  | This green shirt is cool                                 |
| Lesson 5  | A laptop computer is practical                           |
| Lesson 6  | Barbara is sporting a pair of modern earrings            |
| Lesson 7  | Mini Check   |
| Lesson 8  | The pink dress is nicer than the red one                 |
| Lesson 9  | The red dress is ugly, but the green dress is uglier     |
| Lesson 10 | Mathematics is more interesting                          |
| Lesson 11 | Which apartment is bigger?                               |
| Lesson 12 | The brown shoes are more comfortable than the black ones |
| Lesson 13 | Practicing a sport is healthier                          |
| Lesson 14 | My English homework                                      |
| Lesson 15 | Mini Check   |



Lesson 16 Which is the smallest state in Mexico?  
Lesson 17 Mexico is the most beautiful place in the world  
Lesson 18 The Rocker Band is the best  
Lesson 19 Can I help you?  
Lesson 20 Can you help me?  
Lesson 21 Project: Garage sale. Part one  
Lesson 22 Project: Garage sale. Part two  
Lesson 23 Project: Garage sale. Part three  
Lesson 24 Review  
24 sessions, 8 weeks / *24 sesiones, 8 semanas*



## Lesson 1

Look at this catalogue



Read

1. Match the columns.  
*Relaciona las columnas.*

_____ XL	a) Medium
_____ L	b) Small
_____ M	c) Extra Large
_____ S	d) Large

2. Read the page of the catalogue.  
*Lee la página del catálogo.*



**Dress**  
**Colors:** Red  
              Black  
**Size:** Large  
          Medium  
          Small  
**Price:** \$350



**Jacket**  
**Colors:** Brown  
              Black  
              Blue  
**Size:** Extra Large  
          Large  
          Medium  
          Small  
**Price:** \$500



**Jeans**  
**Colors:** Green  
              Pink  
**Price:** \$250  
**Size:** Large  
          Medium  
          Small  
**Color:** Green  
**Price:** \$200





## Write

Vocabulary  
 Cheap - barato  
 Expensive – caro  
 Reasonable – razonable

3. Write True or False.

*Escribe True (verdadero) o False (falso).*

- a) A **medium dress** is \$350.
- b) The **cheap jeans** are in green.
- c) The **white jeans** are \$200.
- d) There are black and **red dresses**.
- e) There is an **expensive jacket**.

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## Think

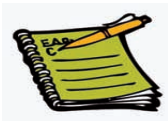
4. Complete the chart with the words in bold from exercise 3. Complete the rule.

*Completa el cuadro con las palabras en negritas del ejercicio 3. Completa la regla.*

Adjective	Noun
Medium	dress

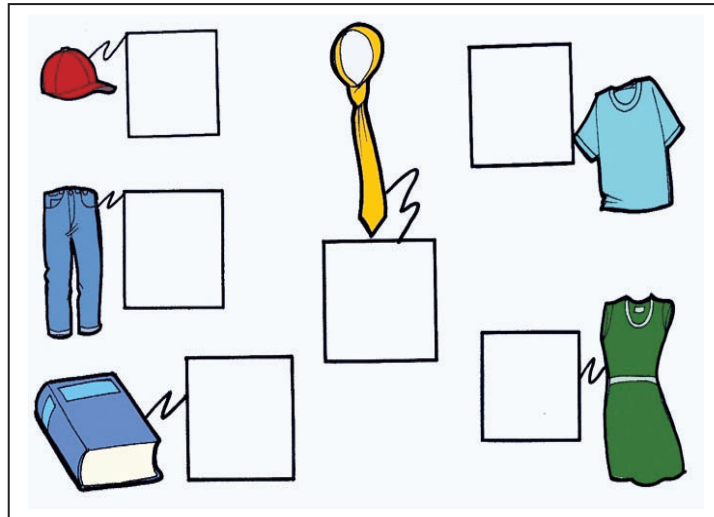
- a) In order to describe something first you write the \_\_\_\_\_ followed by the \_\_\_\_\_.





## Write

5. Look the items and write the prices.  
*Observa los artículos y escribe los precios.*



6. Work in pairs. Talk about the prices in exercise 5. Use the words in the vocabulary chart.

*Trabaja en parejas. Habla acerca de los precios en el ejercicio 5. Usa las palabras del cuadro de vocabulario.*

Example:

I think the cap is expensive.

I think the T-shirt is cheap.

Student B

Student A



## Lesson 2

### The jacket is comfortable



Read

1. Underline the word that answers the question.

*Subraya la palabra que contesta la pregunta.*

A) What are the names of the words that describe items?

a) verbs

b) adjectives

c) nouns

2. Read the dialogue.

*Lee el diálogo.*

Mariana: Sofia, remember next weekend is our parent's birthday.

look I have a catalogue and an advertisement of clothes and shoes.

Sofia: You're right. Let me see the catalogues. This brown jacket looks nice, comfortable, light and fashionable.

Mariana: How much is it?

Sofia: It's \$1800. It is expensive.

Mariana: Look, this black one is cheap.

Sofia: Yes it is but, it is ugly.

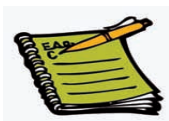
Mariana: What about this red dress for mom? It looks comfortable, original and modern.

Sofia: I don't like it. Why don't we go to the mall?

Mariana: That's a good idea.







## Write

3. Complete the chart with information from the text.  
*Completa el cuadro con la información del texto.*

Adjectives
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. Write True or False.  
*Escribe True (verdadero) o False (falso).*

- a) Sofia and Mariana are looking at a catalogue.  
b) The brown jacket is cheap.  
c) The black jacket is expensive.  
d) Sofia likes the red dress.  
e) Sofia and Mariana decided to go to a mall.

_____
_____
_____
_____
_____

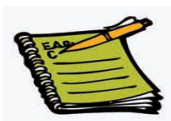


## Think

5. Complete the sentences. Use the information from the dialogue.  
*Completa las oraciones. Usa la información del diálogo.*

- a) This brown jacket \_\_\_\_\_ nice.  
b) This black one \_\_\_\_\_ cheap.  
c) The red dress \_\_\_\_\_ original.  
d) The black jacket \_\_\_\_\_ ugly.





## Write

6. Look at the pictures and write an adjective that describes them.  
*Observa los dibujos y escribe un adjetivo que los describa.*

Example:

\$280

red

Medium



cool

warm

modern

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7. Create a page of a catalogue using the information from exercise 6.  
*Crea una página de un catálogo usando la información del ejercicio 6.*

### Lesson 3

**That red T-shirt is nice**



**Read**

1. Complete the sentence.  
*Completa el enunciado.*

A) Mariana and Sofia are \_\_\_\_\_.  
a) at the museum                      b) at the park                      c) at the mall



2. Read the dialogue.

*Lee el diálogo.*

Mariana: Well, we are at the mall. Let's look for something for our parents.

Sofia: Can we buy something for us?

Mariana: No, we can't. We just can look. That red t-shirt is nice.

Sofia: I don't like it at all. What about this pink blouse?

Mariana: It's beautiful. I like it. And what about those brown jeans?

Sofia: I don't like them. I prefer these blue ones. They're cool.

Mariana: I think you're right. Now let's go to the clothing store.



**Write**

3. Underline the option that corresponds.

*Subraya la opción que corresponda.*

A) Mariana and Sofia are looking for a gift for ...

a) their parents

b) their brother

c) their teacher

B) Mariana thinks the pink blouse is...

a) awful

b) beautiful

c) fashionable



C) Sofia prefers the blue jeans because...

- a) they're comfortable      b) they're new      c) they're cool

D) Mariana and Sofia are...

- a) sisters      b) friends      c) mother and daughter



### Think

4. Complete the sentences with the underlined words in the dialogue.

*Completa los enunciados con las palabras subrayadas en el diálogo.*

a) We use \_\_\_\_\_ to refer to a singular item near us and \_\_\_\_\_ to refer to plural items near us.

b) We use \_\_\_\_\_ to refer to a singular item at a distance from us and \_\_\_\_\_ to refer to plural items at a distance from us.

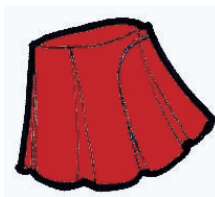


### Write

5. Complete with **this, that, these, those**.

*Completa con this, that, these, those.*

a) \_\_\_\_\_ red skirt is nice.



b) \_\_\_\_\_ blue sweater is fashionable.





c) \_\_\_\_\_ gloves are warm.



d) \_\_\_\_\_ brown shoes are comfortable.



6. Work in pairs to complete the dialogue with information from exercise 5.

*Trabaja en parejas para completar el diálogo con la información del ejercicio 5.*

You: Do you like \_\_\_\_\_ red skirt?

Classmate: \_\_\_\_\_.

You: And what about \_\_\_\_\_ blue sweater?

Classmate: \_\_\_\_\_.

You: What do you think about the gloves?

Classmate: I think \_\_\_\_\_ gloves are \_\_\_\_\_.

You: Do you think \_\_\_\_\_ brown shoes are comfortable?

Classmate: \_\_\_\_\_.

## Lesson 4

**This green shirt is cool**



**Read**

1. Write ☒ next to the clothes that are mentioned in the dialogue.

*Escribe ☒ junto a las prendas que se mencionan en el diálogo.*

☐☐





2. Read the dialogue.

*Lee el diálogo.*

Mariana: Let's go to that store for men.

Sofia: O.K. Let's go. It looks attractive.

Mariana: This green shirt is **cool**.

Sofia: Yes, it is. But, this blue shirt is more **fashionable**.

Mariana: You're right. Also it is **fresh** and nice.

Sofia: It isn't expensive so we can buy a tie too.

Mariana: What about this one?

Sofia: It is **big** and **modern**. I think he will like it.

Mariana: Well, we will take the blue shirt and the **large** tie.







### Write

3. Correct the sentences according to the dialogue.

*Corrige las oraciones de acuerdo con el diálogo.*

a) The green shirt is cool.

---

b) The blue shirt is warm and awful.

---

c) Mariana and Sofia are buying some clothes for their mother.

---

d) Mariana and Sofia will take the green shirt and the large belt.

---

e) The store for men looks horrible.

---



### Think

4. Complete the chart with words in bold from the dialogue.

*Completa el cuadro con las palabras en negritas del diálogo.*

### Synonyms

_____	_____
_____	_____
_____	_____





## Write

5. Match the synonyms with the meaning.

*Relaciona los sinónimos con el significado.*

- \_\_\_\_\_ Generous and good to other people
- \_\_\_\_\_ Someone or something attractive, beautiful.
- \_\_\_\_\_ Full of heat.

- a) hot-warm
- b) pretty-lovely
- c) amicable-friendly

6. Choose an option and use your previous knowledge and the synonyms in exercise 5 to describe it. Draw it.

*Elige una opción, usa tus conocimientos previos y los sinónimos del ejercicio 5 para describirlo. Dibújalo.*

- a) a dog
- b) a scarf
- c) a girl

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## Lesson 5

### A laptop computer is practical



**Read**

1. Write ☒ next to the option that corresponds.

*Escribe ☒ junto a la opción que corresponda.*

A) The objects in the advertisement are...

a) school objects

b) electrical appliances

c) clothes

2. Read the text. Then, write on the lines the names of the items that are in the box according to the images.

*Lee el texto. Después, escribe sobre las líneas los nombres de los objetos que están en el cuadro de acuerdo con las imágenes.*

Sofia: Mariana look, a boy gave me this advertisement.

Mariana: What is bout it?

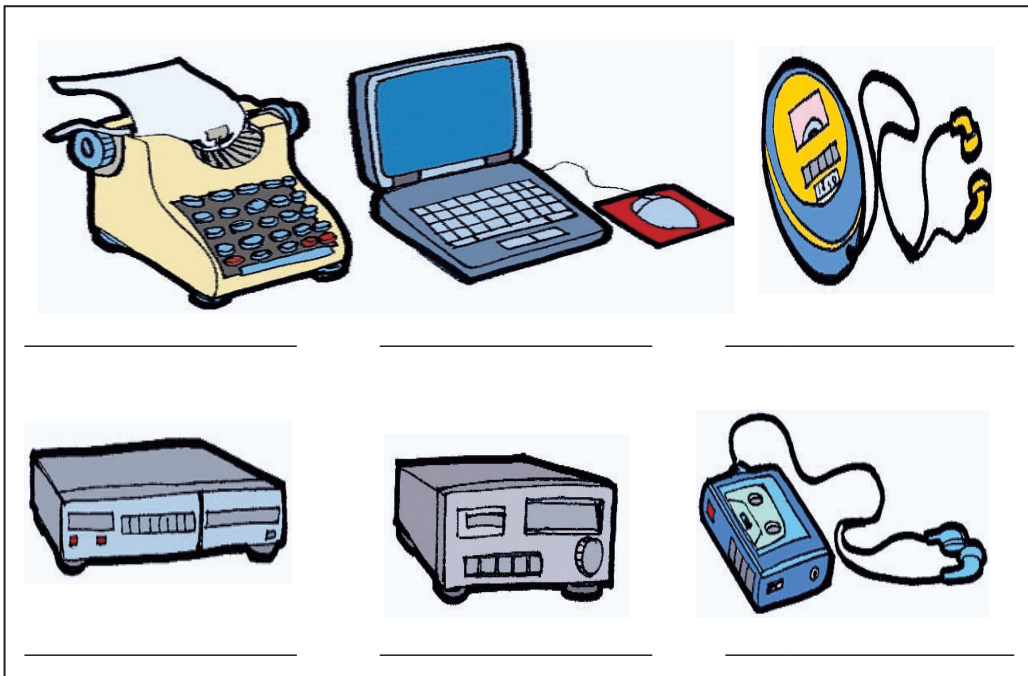
Sofia: It's about electrical appliances.

Mariana: Let me see but we aren't going to buy anything.

Laptop computer  
Typewriter  
DVD player

Personal CD player  
Video cassette recorder  
Personal cassette player





**Write**

3. Write True or False.

*Escribe True (verdadero) o False (falso).*

- a) A laptop computer is **practical**.
- b) A DVD player is **light**.
- c) A personal CD player is **modern**.
- d) A video cassette recorder is **obsolete**.
- e) A typewriter is **heavy**.
- f) A personal cassette player is **old**.

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**Think**

4. Write the antonyms. Use the words in bold in exercise 3.

*Escribe los antónimos. Usa las palabras en negritas del ejercicio 3.*

**Antonyms**

_____	_____
_____	_____
_____	_____



**Write**

5. Write the opposite of these adjectives. Use the words in the chart.

*Escribe lo opuesto a estos adjetivos. Usa las palabras del cuadro.*

warm	uncomfortable
small	cheap
ugly	new

- |                |       |
|----------------|-------|
| a) pretty      | _____ |
| b) old         | _____ |
| c) cold        | _____ |
| d) expensive   | _____ |
| e) comfortable | _____ |
| f) big         | _____ |

6. Write sentences using the adjectives from exercise 5.

*Escribe enunciados usando los adjetivos del ejercicio 5.*

Example:

Barbara Mora isn't ugly, she is pretty.



- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

## Lesson 6

**Barbara is sporting a pair of modern earrings**



**Read**

1. Complete the sentence.  
*Completa el enunciado.*

a) Mariana and Sofia are watching a \_\_\_\_\_.

2. Read the description.  
*Lee la descripción.*

Sofía: Look over here, there is a fashion show.

Mariana: You're right. Let's see.

Announcer: Welcome to our fashion show. Here is Barbara.

She is wearing a yellow dress and a pair of comfortable green slippers. Also, she uses a pair of fashionable pink gloves.

On her ears she is sporting a pair of modern earrings. A pair of lovely sunglasses are covering her eyes.

And also she is wearing a hat.

She looks pretty.







### Write

3. Answer the questions.

*Contesta las preguntas.*

- a) What are Mariana and Sofía doing? \_\_\_\_\_
- b) What is Barbara wearing on her head? \_\_\_\_\_
- c) What color is the dress she is wearing? \_\_\_\_\_
- d) Is Barbara wearing a necklace? \_\_\_\_\_
- e) What is sporting in her ears? \_\_\_\_\_



### Think

4. Read the expressions and complete the rule.

*Lee las expresiones y completa la regla.*

- a) Comfortable slippers
- b) Fashionable gloves
- c) Modern earrings
- d) Lovely sunglasses

Rule: The \_\_\_\_\_ doesn't have a plural form.  
The plural form is in the \_\_\_\_\_.



### Write

5. Write the plural form. Use the adjective in the parenthesis.

*Escribe la forma plural. Usa el adjetivo en el paréntesis.*



Example:



One modern dress

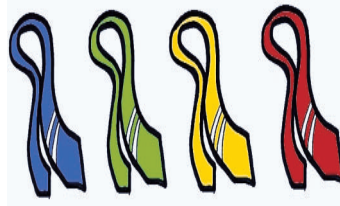


Three modern dresses



---

(long)



---

(warm)



---

(fashionable)





6. Use your previous knowledge to describe what Rich Martinez is wearing.

*Usa tus conocimientos previos para describir lo que Rich Martínez está vistiendo.*

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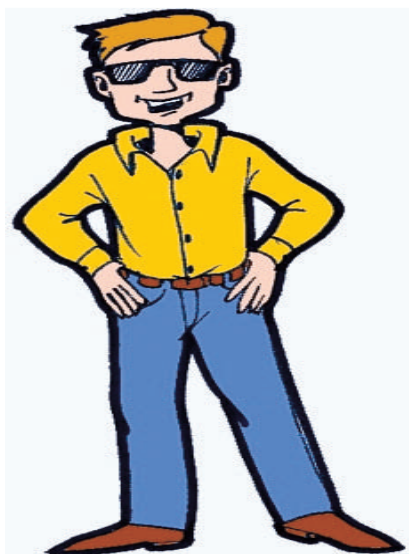
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## Lesson 7

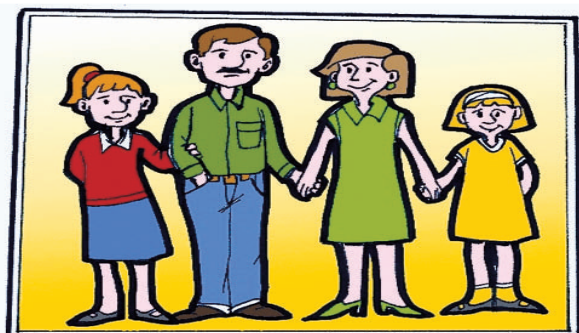
### Mini Check



Read

1. Write the names under each picture.

*Escribe los nombres debajo de cada dibujo.*



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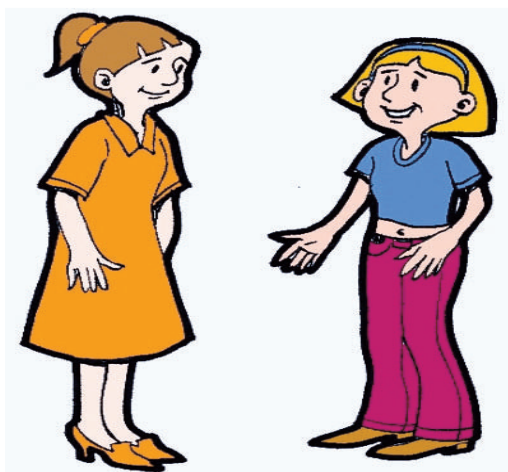
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2. Read the text in order to know about Mariana and Sofia.

*Lee el texto para que conozcas acerca de Mariana y Sofía.*

Mariana and Sofia are **excellent** sisters. Mariana is fourteen years **old** and Sofia is seventeen. Their mother's name is Rocio Hernandez and their father's name is Alfredo Garcia. They are from Tlaxcala, a **small** and **cold** city but they live in Mexico, a **big** and **warm** city. They think Mexico is a **lovely** city but Tlaxcala is a **pretty** city too. Mariana and Sofia love shopping. They like **fashionable colourful clothes**. Mariana likes **fresh dresses** and Sofia prefers **cool jeans**. They also love **interesting** story books so they like reading. They are **good students** at school.



**Write**

3. Read the sentences about Mariana and Sofia and write the corresponding question or answer.

*Lee los enunciados acerca de Mariana y Sofía y escribe la pregunta o respuesta correspondiente.*

a) \_\_\_\_\_?  
Mariana and Sofia are from Tlaxcala.

b) \_\_\_\_\_?  
They live in Mexico City.

c) What do Mariana and Sofia like?  
\_\_\_\_\_.



d) What's their opinion about Mexico City?

\_\_\_\_\_.

e) \_\_\_\_\_?

Yes, they are good students at school.



**Think**

4. Complete the chart. Write all the adjectives from the text then, classify them in the other columns.

*Completa el cuadro. Escribe todos los adjetivos del texto, después, clasifícalos en las demás columnas.*

Adjectives	Synonyms	Antonyms	Plural form



**Write**

5. Underline the option that corresponds to complete each sentence.

*Subraya la opción que corresponda para completar cada enunciado.*

A) This book is \_\_\_\_\_. I can't stop reading it.

a) heavy

b) interesting



B) These shoes are really \_\_\_\_\_. I wear them every day.

- a) comfortable      b) handsome

C) That necklace is \_\_\_\_\_. I love it.

- a) awful      b) beautiful

D) That television is to \_\_\_\_\_ !

- a) short      b) expensive

E) Those jeans are very \_\_\_\_\_. Let's buy them.

- a) cheap      b) tall

6. Answer the questions.

*Contesta las preguntas.*

a) What do you think about this orange T-shirt?

I think it's \_\_\_\_\_



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---

---

b) What's your opinion about these blue tennis shoes? I think they're \_\_\_\_\_



---

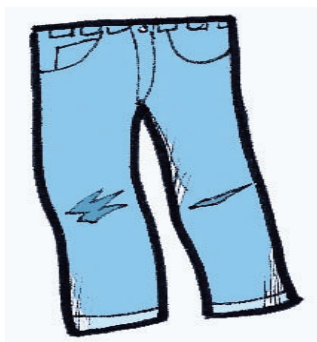
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c) What do you think about these jeans?



I think \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 8

The pink dress is nicer than the red one



Read

1. Underline the option that corresponds.

*Subraya la opción que corresponda.*

A) The advertisement announces ...

a) men clothes

b) woman clothes

c) children clothes

**FASHIONABLE AND MODERN WOMAN CLOTHES**

**DRESSES**



**SHOES**



**SKIRTS**



**BLOUSES**



**\*\*EXCELLENT PRICES \$\$\$**



2. Read the dialogue.

*Lee el diálogo.*

Sofia: Look those advertisements. They announce woman clothes.

Mariana: Let's go.

Sofia: This blue dress is **nice**. What do you think?

Mariana: I don't like it. This green dress is **nicer** than the blue one.

Sofia: And what about these pink slippers? Are they **cheap**?

Mariana: No, they aren't. They're expensive. These white slippers are **cheaper** than the pink ones.

Sofia: Can we buy a necklace?

Mariana: I think yes.

Sofia: This blue one is **large**.

Mariana: The pink one is **larger** than the blue one. Besides, it combines with the dress.

Sofia: Well, we have the gifts for our parents. Let's go for a walk around the mall.



**Write**

3. Answer the next questions.

*Contesta las siguientes preguntas.*

- a) Which dress is nicer? \_\_\_\_\_
- b) Are the pink slippers cheap? \_\_\_\_\_
- c) Which slippers are expensive? \_\_\_\_\_
- d) Is the pink necklace larger than the blue one? \_\_\_\_\_



e) Where are Mariana and Sofia? \_\_\_\_\_



**Think**

4. Complete the sentence.  
*Completa el enunciado.*

**Adjective + \_\_\_\_\_ = comparative form**



**Write**

5. Complete with the comparative form.  
*Completa con la forma comparativa.*

*Example*      cold                  colder

- a) small                  \_\_\_\_\_
- b) cheap                \_\_\_\_\_
- c) old                    \_\_\_\_\_
- d) new                   \_\_\_\_\_
- e) nice                    \_\_\_\_\_
- f) tall                    \_\_\_\_\_
- g) short                  \_\_\_\_\_
- h) warm                \_\_\_\_\_

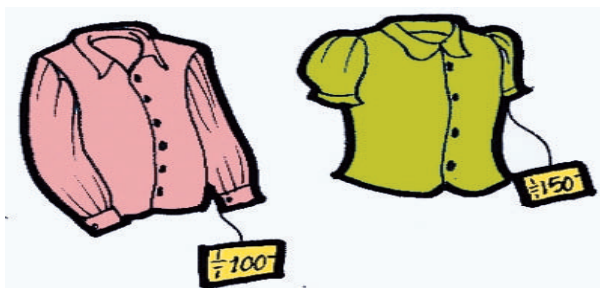
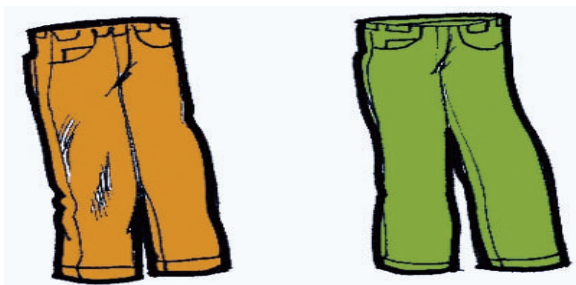
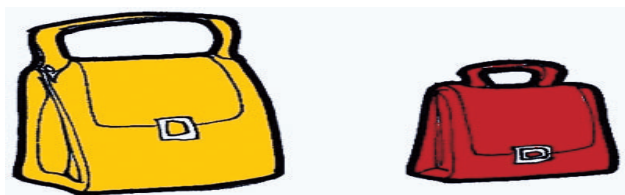
6. Use the comparative form to describe the next items and people.  
*Usa la forma comparativa para describir a los siguientes artículos y a las personas.*

*Example:*

*Pepe is taller than Luis.*







## Lesson 9

The red dress is ugly, but the green dress is uglier



Read

1. Answer the question.  
*Contesta la pregunta.*

a) What's the address of the web page? \_\_\_\_\_



Internet browser interface showing a shopping page:

Address: <http://www.goshopping.com>

Navigation buttons: back, forward, stop, mail, print

Categories: Accessories, Electronics, Sports, Home and Office, Equipment

**Go shopping!!!**

on line Clothes

Accessories

Items displayed:

- Dresses: Price \$220 (Red dress, Green dress)
- Jackets: Price \$350 (Yellow jacket, Pink jacket)
- Leather bag: Price \$150
- Plastic bag: Price \$170
- Gloves: Price \$55 (Green gloves), Price \$60 (Blue gloves)

2. Read the dialogue.  
*Lee el diálogo.*

Mariana: What are you doing Sofia?

Sofia: I'm surfing in Internet. I found a shopping page.

Mariana: Let me see. Look at the leather bag is **pretty**.

Sofia: I don't think so. The plastic bag is **prettier** than the leather bag besides it's more fashionable.

Mariana: And what about the gloves?

Sofia: The green ones look **hot** but the blue ones look **hotter** than the green ones.

Mariana: You're right. Look at those dresses!, They're **ugly**.

Sofia: Yes, the red dress is **uglier** than the green one. Ha, ha, ha.

Mariana: Look at those jackets. The yellow one is **bigger** than the pink one but, they are at the same price.





## Write

3. Write True or False.

*Escribe True (verdadero) o False (falso).*

- a) The big leather bag is uglier than the plastic bag. \_\_\_\_\_
- b) The green gloves are more expensive than the blue gloves. \_\_\_\_\_
- c) The pink and yellow jackets are \$350 \_\_\_\_\_
- d) The red dress is prettier than the green one. \_\_\_\_\_
- e) The leather bag is cheaper than the plastic bag. \_\_\_\_\_
- f) The pink jacket is smaller than the yellow one. \_\_\_\_\_



## Think

4. Go back to the dialogue. Complete the sentences with the words in bold.

*Regresa al diálogo. Completa los enunciados con las palabras en negritas.*

- a) For adjectives of one syllable which end consonant – vowel – consonant, for example: **big - bigger**, \_\_\_\_\_, the final consonant is doubled and \_\_\_\_\_ is added.
- b) For adjectives which end in –y, for example: **ugly – uglier**, we change the-y in to an \_\_\_\_\_ and \_\_\_\_\_ is added.





## Write

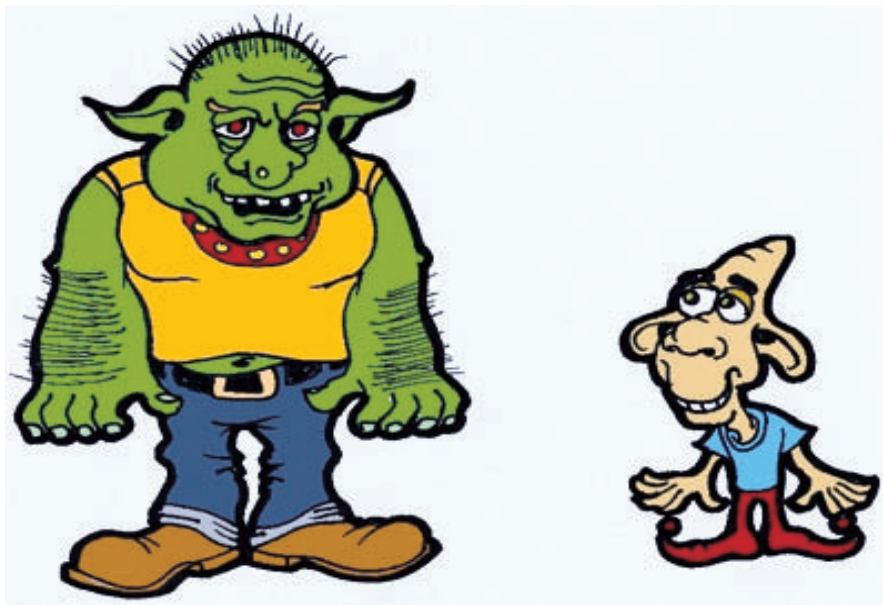
5. Write the comparative form of the adjectives.

*Escribe la forma comparativa de los adjetivos.*

- |          |       |            |       |
|----------|-------|------------|-------|
| a) fat   | _____ | f) healthy | _____ |
| b) heavy | _____ | g) short   | _____ |
| c) clean | _____ | h) small   | _____ |
| d) dirty | _____ | i) happy   | _____ |
| e) thin  | _____ | j) hot     | _____ |

6. Look at the picture and describe the monsters using the comparative forms used in exercise 5.

*Observa el dibujo y describe a los monstruos usando las formas comparativas usadas en el ejercicio 5.*



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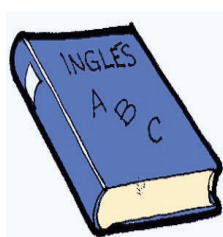
## Lesson 10

### Mathematics is more interesting



Read

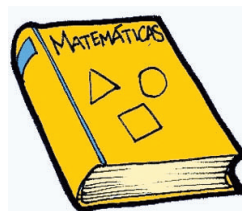
1. Write the characteristics for each book. Use the words in bold.  
*Escribe las características de cada libro. Usa las palabras en negritas.*



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2. Read the dialogue.  
*Lee el diálogo.*

Mariana: Look, there is a book selling. Let's go.

Sofia: This English book is interesting.

Mariana: I prefer this Mathematics book; Mathematics is **more interesting** than English.

Sofia: It can be but, Mathematics is **more difficult** than English.

Mariana: I think both are **more complicated** than other subjects.

Sofia: You're right but I think English is **easier than** Math.

Mariana: Math is also easy.

Sofia: Are they cheap?

Mariana: The Mathematics book is **newer** but is **cheaper than** the English book.

Sofia: Can we buy them?

Mariana: I don't think so. We can buy just one of them.



Sofia: Well, let's buy the Mathematics book.  
Mariana: Really? Thanks little sister. I love you.



**Write**

3. Complete the sentences.  
*Completa los enunciados.*

- a) Mariana prefers mathematics because it is \_\_\_\_\_ than English.
- b) Sofia thinks mathematics is \_\_\_\_\_ than English.
- c) Mariana thinks both subjects are \_\_\_\_\_ than other subjects.
- d) Sofia decided to buy the mathematics book because it is \_\_\_\_\_ the English book.
- e) The Mathematics book is \_\_\_\_\_ the English book so the English book is older.





**Think**

4. Complete the chart.  
*Completa el cuadro.*

Short adjectives Adjective + er	Long adjectives more + Adjective



**Write**

5. Classify the adjectives in the corresponding category.  
*Clasifica los adjetivos en la categoría correspondiente.*

small	expensive	old	practical	warm
comfortable	large	strong	intelligent	
	attractive	important	fat	

Short adjectives	Comparative form
Long adjectives	Comparative form



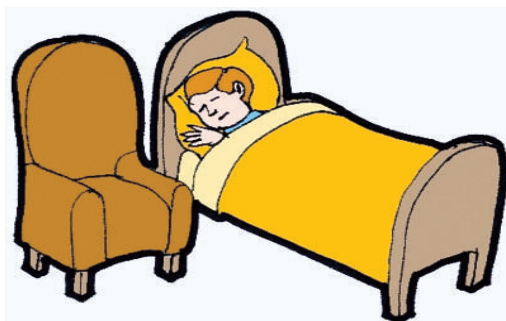
6. Work in pairs. Use the comparative form to talk about next items and people.

*Trabaja en parejas. Usa la forma comparativa para hablar acerca de los siguientes artículos y personas.*

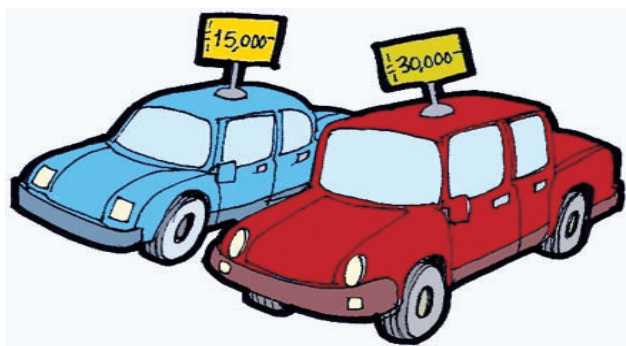
Example:

Classmate: What's your opinion about a bed and a sofa?

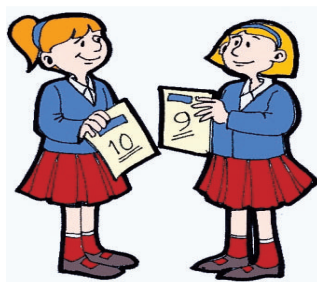
You: A bed is more comfortable to sleep than a sofa.



a)  
Classmate: \_\_\_\_\_?  
You: \_\_\_\_\_.



b)  
Classmate: \_\_\_\_\_?  
You: \_\_\_\_\_.

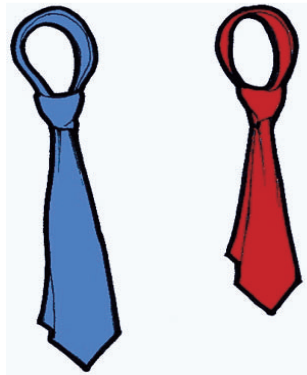


Mariana

Sofia



c)  
Classmate: \_\_\_\_\_?  
You: \_\_\_\_\_.



d)  
Classmate: \_\_\_\_\_?  
You: \_\_\_\_\_.



## Lesson 11

Which apartment is bigger?



**Read**

1. Underline the corresponding word.  
*Subraya la opción correspondiente.*

A) The advertisement comes from ...

a) a magazine


b) a book


c) a newspaper

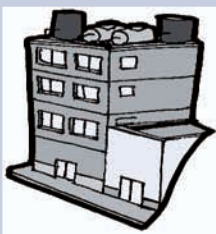


2. Read the advertisement.  
*Lee el anuncio.*

## CLASSIFIEDS







BOOKS FOR SALE \$\$\$	CARS FOR SALE \$\$\$	APARTMENTS \$\$\$FOR RENT
(a) The fantastic World Encyclopedia, 2005 edition. \$750 Phone: 038-956-79 All week.	(c) Chavy U3 1995. Red exterior, excellent conditions. Phone Luis 09-22-10-01	(e) 27 Hidalgo Avenue. 2 <b>bdrm</b> , 1 <b>bth</b> and a small kitchen with a stove. Call 21-45-67-90
(b) History of Mexico Encyclopedia, 2003 edition. \$1200. Call 390-00-12 (mornings only).	(d) Oldswagen 1978. Blue exterior and excellent conditions. Collector's dream. Call 048-123-340	(f) Zaragoza Street. 4 bdrm, a garage, 2 bth. A big kitchen. Excellent for a big family. Call 112-39-84



**Write**

3. Answer the questions.  
*Contesta las preguntas.*

Example:

Which car is more recent? (c) is more recent

- a) Which car is older? \_\_\_\_\_  
 b) Which encyclopaedia is more expensive? \_\_\_\_\_  
 c) Which apartment is bigger? \_\_\_\_\_



- d) Which car is for a collector? \_\_\_\_\_  
 e) Which encyclopaedia is cheaper? \_\_\_\_\_  
 f) Which apartment is perfect for a small family? \_\_\_\_\_



### Think

4. Write the abbreviations of the next words.  
*Escribe las abreviaturas de las siguientes palabras.*

- a) bedroom \_\_\_\_\_  
 b) bathroom \_\_\_\_\_



### Write

5. Imagine that you want to sell something. Fill the form to include your item in the classifieds section of a newspaper.  
*Imagina que quieres vender algo. Llena la forma para incluir tu artículo en la sección de clasificados de un periódico.*

<b>The world newspaper</b>	
Application form	
Name:	
Address:	
City:	State: <span style="border-bottom: 1px solid black;"></span>
Zip code:	Phone number: <span style="border-bottom: 1px solid black;"></span>
Item for sell:	
Characteristics:	
Paste the picture of the item or draw it.	



6. Design your advertisement. Follow the example from exercise 2.  
*Diseña tu anuncio. Sigue el ejemplo del ejercicio 2.*



## Lesson 12

**The brown shoes are more comfortable than the black ones**



**Read**

1. Complete the dialogue with **one** and **ones**.  
*Completa el diálogo con one y ones.*

2. Read the dialogue and complete it.  
*Lee el diálogo y complétalo.*

Mariana: Look over there, that's our cousin Andrea.

Sofia: Hello Andrea. What a surprise!

Andrea: Yes it's a nice surprise. Please, tell me is this red dress nicer than the blue **one**?

Sofia: Yes, it is.

Andrea: Which jeans are more original, the brown **ones** or the green **ones**?

Mariana: The green **ones** are more original and cool.

Andrea: And what about those jackets?



Mariana: The orange **one** is more fashionable than the brown \_\_\_\_\_.

Andrea: And, are these tennis shoes more comfortable than those \_\_\_\_\_?

Sofia: Why don't you try them on?

Andrea: You're right. Well, thanks for your help.

Mariana and Sofia: You're welcome. Bye.



### Write

3. Write True or False.

*Escribe True (verdadero) o False (falso).*

- a) The red dress is nicer than the blue one. \_\_\_\_\_
- b) The brown jeans are more original and cool. \_\_\_\_\_
- c) The orange jacket is more fashionable. \_\_\_\_\_
- d) Sofia, Mariana and Andrea are sisters. \_\_\_\_\_
- e) Andrea is going to try on a pair of tennis shoes. \_\_\_\_\_





## Think

4. Complete with the words in bold in the dialogue.  
*Completa con las palabras en negritas del diálogo.*

a) You use these words to substitute a noun

Singular \_\_\_\_\_

Plural \_\_\_\_\_



## Write

5. Complete the questions using the words in parentheses. Then answer them using **one** or **ones**.

*Completa las preguntas, usando las palabras en el paréntesis. Después contéstalas usando one o ones.*

Example:

(big)

Which is prettier?

The big one.

<u>Vocabulary</u>
-------------------

House - casa
--------------

Mouse - ratón
---------------



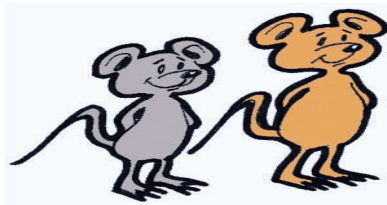
a) (ugly)

\_\_\_\_\_ ? \_\_\_\_\_



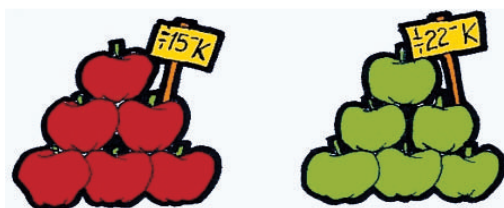
b) (small)

?



c) (expensive)

?



d) (attractive)

?



6. Complete the dialogue with words from the box.

*Completa el diálogo con las palabras del cuadro.*

expensive	ones	sandals
doll	T-shirt	one

Jorge: This \_\_\_\_\_ is pretty, but it's too \_\_\_\_\_. This one is cheaper and it's prettier. I will buy it for my sister.

Laura: That's a good idea. Oh, look at that \_\_\_\_\_. It's great. I love that color.

Jorge: Which one? The blue \_\_\_\_\_ or the red one?

Laura: The blue one. I want it for my brother.

Jorge: That's a good idea. Look at these brown \_\_\_\_\_. They look comfortable.

Laura: I don't think so. The green \_\_\_\_\_ look more comfortable.



## Lesson 13

### Practicing a sport is healthier



Read

1. Complete the sentence with the corresponding words.

*Completa el enunciado con las palabras correspondientes.*

A) The article comes from \_\_\_\_\_.

a) a fashion magazine      b) a sport magazine      c) a comic magazine

2. Read the article.

*Lee el artículo.*

### Practicing a sport is healthier

**A** sport magazine conducted a survey of people's sports preferences. The results were: 92% of the people interviewed think that car racing is more exciting than any other sport but it is more dangerous. 87% think that soccer is more demanding and more popular than basketball. 80% say that baseball is funnier than golf. 70% think that jogging is more enjoyable than swimming so more people jog than swim. But 100% say that practicing a sport or doing exercise is healthier than smoking or drinking.







### Write

3. Answer the questions.

*Contesta las preguntas.*

- a) Is car racing more dangerous than other sports? \_\_\_\_\_
  - b) Which sport is more popular than basketball? \_\_\_\_\_
  - c) Which sport is funnier than golf? \_\_\_\_\_
  - d) Doing exercise is healthier than smoking? \_\_\_\_\_
  - e) What sports are mentioned in the article? \_\_\_\_\_
- 



### Think

4. Match the columns.

*Relaciona las columnas.*

- |       |     |                               |
|-------|-----|-------------------------------|
| _____ | and | a) Indicates an alternative.  |
| _____ | but | b) Indicates an addition.     |
| _____ | so  | c) Indicates a contrary idea. |
| _____ | or  | d) Indicates a result.        |



### Write

5. Complete the sentences with the connectors **and**, **but**, **so**, **or**.

*Completa los enunciados con los conectores and, but, so, or.*

- a) Mathematics \_\_\_\_\_ English are complicated subjects.
- b) I don't like pizza \_\_\_\_\_ I never eat it.
- c) I love sports \_\_\_\_\_ I don't like soccer.
- d) Smoking \_\_\_\_\_ drinking are bad for health.
- e) Mariana \_\_\_\_\_ Sofia are sisters.



6. Use some of the expressions and the connectors in the box to write about your favorite sport. Draw it or paste a picture.

*Usa algunas de las expresiones y los conectores del cuadro para escribir acerca de tu deporte favorito. Dibújalo o pega una fotografía.*

more attractive  
easier  
more difficult  
more relaxing  
tired

more exciting  
good for health  
a familiar sport  
very famous  
I never practice it

My favorite sport is

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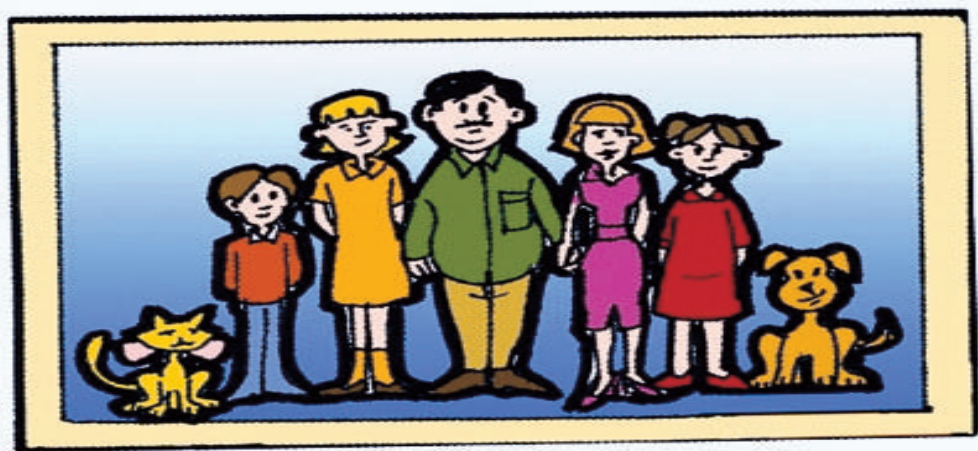
## Lesson 14

### My English homework



Read

1. Write the names according to the dialogue.  
*Escribe los nombres de acuerdo con el diálogo.*



2. Read the dialogue.  
*Lee el diálogo.*

Mariana: Sofia I want to show you a picture that my best friend sent me from Veracruz. He and his family are living there.

Sofia: Did they move to Veracruz?

Mariana: Yes, they moved last week Look, this is Martha my best friend. She is **taller** and **younger** than her brother Joaquin. He is **shorter** and **older** than Martha. Martha's father, Antonio, is taller and **fatter** than his wife. Martha's mother, Ana, is **thinner** and more attractive than Martha's sister, Rosa, but she is nicer than her mother. The family has a big dog called Brown and a pretty cat called Caty. She is **prettier** and more intelligent than the dog. Brown is **uglier** than Caty.





### Write

3. Complete the sentences. Use the adjectives in parentheses.  
*Completa los enunciados. Usa los adjetivos del paréntesis.*

- a) Martha is \_\_\_\_\_ (tall) than her brother but she is \_\_\_\_\_ (short) \_\_\_\_\_ than her father.
- b) Antonio is \_\_\_\_\_ (fat) than Rosa.
- c) Martha is \_\_\_\_\_ (young) than Joaquin.
- d) The dog is \_\_\_\_\_ (intelligent) than the cat.
- e) Rosa is \_\_\_\_\_ (friendly) than Ana.



### Think

4. Write the opposite of the comparative forms. Use the words in bold in the dialogue

*Escribe lo opuesto de las formas comparativas. Usa las palabras en negritas del diálogo.*

Comparative form

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Opposite

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## Write

5. Make a list of the members of your family and write the appropriate adjectives to describe them.

*Haz una lista de los miembros de tu familia y escribe los adjetivos apropiados para describirlos.*

	Name	Adjectives	
You			
Mother			
Father			
Sister			
Brother			

6. Write a text about the members of your family using the information in exercise 5. Make a comparison and draw your family.

*Escribe un texto acerca de los miembros de tu familia usando la información en el ejercicio 5. Haz una comparación y dibuja a tu familia.*

My family.

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## Lesson 15

### Mini Check



### Read

1. Write the name and the last name of Mariana's and Sofia's parents.

*Escribe el nombre y el apellido de los padres de Mariana y Sofía.*

- a) Mother \_\_\_\_\_  
b) Father \_\_\_\_\_

2. Read the dialogue. Mariana and Sofia parents are looking for some clothes.

*Lee el diálogo. Los padres de Mariana y Sofía están buscando algo de ropa.*

Rocio: What would you like to buy Alfredo?

Alfredo: I want a T-shirt but I need a new pair of shoes too. And you?

Rocio: Well, I would like a new dress.

Alfredo: Let's see in that store.

Rocio: I like the yellow dress, it is cheaper than the pink one. What do you think?

Alfredo: The pink one is more fashionable. And you will look prettier.

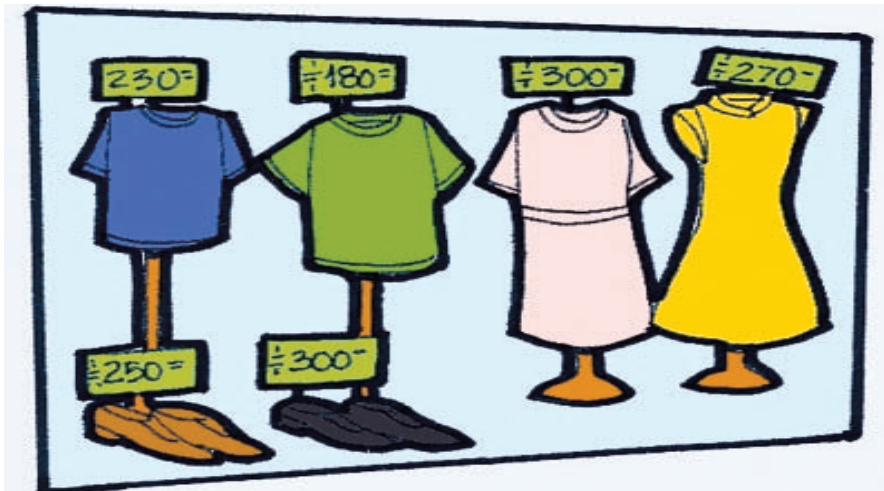
Rocio: O.K. I will take the pink one. And you?

Alfredo: I will take the green T-shirt and the brown shoes.

Rocio: I think the black ones are more comfortable. Why don't you try them on?

Alfredo: You're right. I will.





### Write

3. Compare the clothes. Use the adjectives in parentheses.

*Compara las prendas. Usa los adjetivos en el paréntesis.*

- The blue T-shirt is \_\_\_\_\_ than the green one.  
(expensive)
- The brown shoes are \_\_\_\_\_ than the black ones.  
(cheap)
- The pink dress is \_\_\_\_\_ than the yellow dress.  
(attractive)
- The black shoes are \_\_\_\_\_ than the brown shoes.  
(comfortable)
- The green T-shirt is \_\_\_\_\_ than the blue one.  
(big)



### Think

4. Complete the sentences.

*Completa los enunciados.*

- With adjectives of two or more syllables, we use \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ to express superiority.



For example: expensive = more expensive than

b) With adjectives of one syllable, we use \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ to express superiority.

For example: cheap = cheaper than

big = \_\_\_\_\_

heavy = \_\_\_\_\_

c) To substitute a noun you use \_\_\_\_\_ for singular and \_\_\_\_\_ for plural.

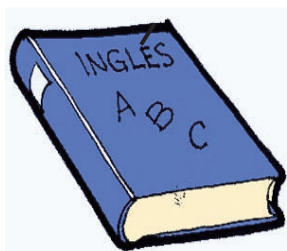
d) The connectors are \_\_\_\_\_.



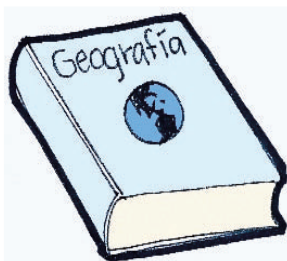
**Write**

5. Write the corresponding word under each book. After that, match the columns.

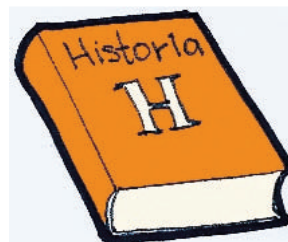
*Escribe la palabra correspondiente debajo de cada libro. Posteriormente, relaciona las columnas.*



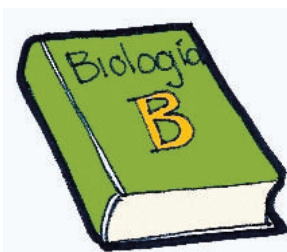
\_\_\_\_\_



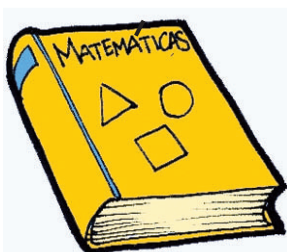
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



_____ You learn about the law of gravity.	a) English
_____ You work in the laboratory.	b) Biology
_____ It's good for your body.	c) Physics
_____ You study society, government and rights.	d) Civics
_____ You learn to communicate in another language.	e) History
_____ You work with numbers.	f) Geography
_____ You learn about important events in the past.	g) Mathematics
_____ You learn the countries and capitals.	h) Chemistry
_____ You study the human body.	i) Physical Education

6. Write ☒ if you are agreeing with the sentences. After that, answer the question.

*Escribe ☒ si estás de acuerdo con los enunciados. Posteriormente contesta la pregunta.*

- ☐ History is more interesting than Chemistry.
- ☐ Mathematics is easier than Biology.
- ☐ Civics is more important than Physical Education.
- ☐ English is funnier than Physics.
- ☐ In Geography you have to study harder than in Mathematics.
- ☐ Physical Education is healthier than Chemistry.
- ☐ Civics is more complicated than Chemistry.

a) What's your favorite subject and why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Lesson 16

Which is the smallest state in Mexico?



Read

1. Underline the option that answers the question.  
*Subraya la opción que contesta a la pregunta.*

A) Which is the smallest state in Mexico?

- a) Chihuahua                      b) Tlaxcala                      c) Puebla

2. Read the dialogue.  
*Lee el diálogo.*

Sofia: How was your day at school Mariana?

Mariana: It was excellent because I got a ten in my History exam. What about you?

Sofia: Well, it was not so good because I got a seven in my Geography exam.

Mariana: Don't worry but you have to study harder.

Sofia: Yes, I know. Can you help me with my homework, please?

Mariana: Yes, of course. What's about?

Sofía: It's a quiz, look.

### Quiz

- |   |                                |
|---|--------------------------------|
| _____ The <b>longest</b> river in the World is    | a) the Pacific.                |
| _____ The <b>driest</b> place in the world is     | b) the Sahara.                 |
| _____ The <b>highest</b> mountain in the world is | c) the Nile.                   |
| _____ The <b>biggest</b> ocean is                 | d) Tlaxcala.                   |
| _____ The <b>smallest</b> state in Mexico is      | e) Mount Everest.              |
| _____ The <b>biggest</b> desert in the world is   | f) the Atacama desert in Peru. |





### Write

3. Write True or False.

*Escribe True (verdadero) o False (falso)*

- a) Mount Everest is the highest mountain in the world. \_\_\_\_\_
- b) The Atlantic ocean is the biggest ocean in the world. \_\_\_\_\_
- c) Puebla is the smallest state in Mexico. \_\_\_\_\_
- d) The Atacama Desert is the driest desert in the world. \_\_\_\_\_
- e) The Nile is the largest river in the world. \_\_\_\_\_



### Think

4. Complete the sentence.

*Completa el enunciado.*

a) To construct the superlative form with short adjectives you add \_\_\_\_\_ at the end of the adjectives. For example:

small – the smallest

long - \_\_\_\_\_

high - \_\_\_\_\_

b) When an adjective ends in -y it changes to \_\_\_\_\_. For example:

pretty – the prettiest

dry - \_\_\_\_\_

heavy - \_\_\_\_\_

c) For adjectives of one syllable which end consonant – vowel – consonant, the final consonant is doubled. For example:

hot – the hottest

big - \_\_\_\_\_

fat - \_\_\_\_\_

d) Write the rule:

\_\_\_\_\_ + adjective + \_\_\_\_\_





## Write

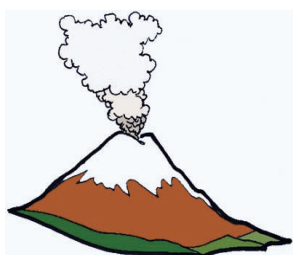
5. Write the superlative form of the adjectives.

*Escribe la forma superlativa de los adjetivos.*

- |           |       |          |       |
|-----------|-------|----------|-------|
| a) pretty | _____ | f) thin  | _____ |
| b) ugly   | _____ | g) easy  | _____ |
| c) old    | _____ | h) young | _____ |
| d) cheap  | _____ | i) busy  | _____ |
| e) nice   | _____ | j) hot   | _____ |

6. Work in pairs. Use the adjectives in exercise 5 to describe these places.

*Trabaja en parejas. Usa los adjetivos del ejercicio 5 para describir estos lugares.*



Example:

Chapultepec zoo is the  
biggest in Mexico City.

Student A

Yes, and it's the cleanest.

Student B



## Lesson 17

### Mexico is the most beautiful place in the world



Read

1. Underline the appropriate options.

*Subraya las opciones apropiadas.*

A) The text is about \_\_\_\_\_.

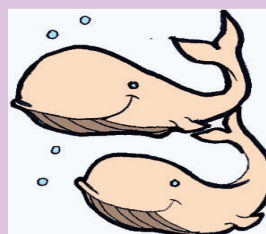
a) different places in Mexico.      b) an specific place in Mexico.

2. Read the text.

*Lee el texto.*

Rocio: Look Alfredo, I found an interesting article about Mexico.

Alfredo: That's good. I'm going to read it. I need some ideas for our next vacation.



## Visit Mexico

If you visit Mexico you will find **the most beautiful** beaches in the Caribbean and **the biggest** pre-colonial pyramids. Queretaro has **the longest** Spanish aqueduct. In Guadalajara you can listen to **the most famous** "mariachi" bands. If you travel to Sonora visit **the largest** desert in Mexico. Near the Pacific coast you can admire the gray whales. San Miguel de Allende, in Guanajuato, is **the most colonial** place in Mexico.

**Mexico has all this wonders and more!**





### Write

3. Answer the questions.

*Contesta las preguntas.*

- a) Where can you find the most famous “mariachi” bands? \_\_\_\_\_
- b) Where is the largest desert in Mexico? \_\_\_\_\_
- c) Which is the most colonial place in Mexico? \_\_\_\_\_
- d) Where are the most beautiful beaches in the Caribbean? \_\_\_\_\_
- e) Where can you admire the gray whales? \_\_\_\_\_



### Think

4. Complete the sentence.

*Completa el enunciado.*

- a) To construct the superlative form for long adjectives  
we write : \_\_\_\_\_ + long adjective.

For example:

I think the most interesting subject is History.



### Write

5. Write the superlative form of the adjectives.

*Escribe la forma superlativa de los adjetivos.*

- a) interesting \_\_\_\_\_
- b) comfortable \_\_\_\_\_
- c) modern \_\_\_\_\_
- d) expensive \_\_\_\_\_
- e) famous \_\_\_\_\_
- f) exciting \_\_\_\_\_





## Speak

6. Take a class survey about the places in your community. Draw one of them.

*Haz una entrevista a tus compañeros acerca de los lugares en tu comunidad.  
Dibuja uno de ellos.*

Which place is

- a) the most beautiful?
- b) the most interesting?
- c) the most expensive?
- d) the most popular?
- e) the most fantastic?
- f) the most polluted?

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\_\_\_\_\_ is the most beautiful place in my community.



## Lesson 18

### The Rocker Band is the best



Read

1. Match the words with the CD covers.

*Relaciona las palabras con las portadas de los discos.*

a) The Rocker Band.

b) The Beto Ven Band.

c) The Charro Band.



2. Read the dialogue.

*Lee el diálogo.*

Mariana: Sofia what are you listening?

Sofia: I'm listening to the Rocker Band.

Mariana: Really? I think they are a **good** crew but  
Rebels Band is **better**.

Sofia: I don't think so. The Rocker  
Band is **the best**.

Mariana: Well, we aren't going to  
discuss O.K.

Sofia: You're right. And, what do you  
think about the Punk Band?

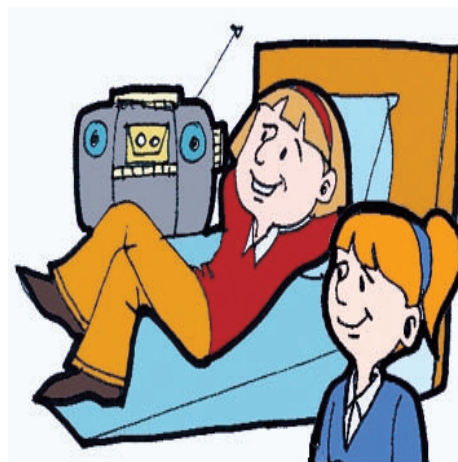
Mariana: They're **bad**.

Sofia: I'm agreeing with you. They're  
**worse** than any other band.  
Aren't they?

Mariana: No, they aren't.

Sofia: No?

Mariana: They're **the worst** band in the world. Ha, ha, ha.







## Write

3. Underline the corresponding option.  
*Subraya la opción correspondiente.*

A) Sofia is listening to the.

- a) Rebels Band                      b) Charro Band                      c) Rocker Band

B) Mariana thinks the \_\_\_\_\_ is better than the Rocker Band.

- a) Rebels Band                      b) Beto Ven Band                      c) Punk Band

C) What band is worse than other bands?

- a) The Rocker Band                      b) The Punk Band                      c) The Rebels Band

D) Sofia thinks the \_\_\_\_\_ is the best.

- a) Rocker Band                      b) Charro Band                      c) Punk Band

E) Mariana thinks the \_\_\_\_\_ is bad.

- a) Beto Ven Band                      b) Punk Band                      c) Rebels Band



## Think

4. Complete the chart.  
*Completa el cuadro.*

Adjective	Comparative form	Superlative form
Good		
Bad		

Note: Good and bad are irregular adjectives. They change their structure for the comparative and superlative form.





## Write

5. Complete the information.

*Completa la información.*

A) Write the names of three singers you like.

- a) good \_\_\_\_\_
- b) better \_\_\_\_\_
- c) the best \_\_\_\_\_

B) Write the names of three singers you don't like.

- a) bad \_\_\_\_\_
- b) worse \_\_\_\_\_
- c) the worst \_\_\_\_\_



## Speak

6. Work in pairs. Compare the singers.

*Trabaja en parejas. Compara a los cantantes.*

I think Alejandro  
Hernández is the  
worst singer.

Student A

What?  
I think he is the best  
singer in the world.

Student B



## Lesson 19

Can I help you?



Read

1. Match the columns.  
*Relaciona las columnas.*

Small



Medium



Large



Extra Large



Size 7 ½





2. Read the dialogue.

*Lee el diálogo.*

Salesman: Good morning. **Can** I help you?

Rocio: Yes, please. I'm looking for a dress.

Salesman: What size?

Rocio: Medium.

Salesman: What color?

Rocio: Blue.

Salesman: We have this one in blue.

Would you like to try it on?

Rocio: Yes, thank you. **How much is it?**

Salesman: **It's** \$320.

Rocio: I'll take it.

Salesman: Anything else?

Rocio: No, that's all. Thanks, bye.



**Write**

3. Write the questions for these answers.

*Escribe las respuestas para estas preguntas.*

- a) \_\_\_\_\_ ? It's \$320.
- b) \_\_\_\_\_ ? Medium, please.
- c) \_\_\_\_\_ ? Yes, I'm looking for a dress.
- d) \_\_\_\_\_ ? Blue.
- e) \_\_\_\_\_ ? No, that's all.



**Think**

4. Answer the questions.

*Contesta las preguntas.*

- a) How do you ask for the price of an item? \_\_\_\_\_
- b) How do you answer the question? \_\_\_\_\_

Note: You use these expressions for singular.





Write

5. Write ☒ next to the expressions you use to buy clothes.

*Escribe ☒ junto a las expresiones que usas para comprar ropa.*

- ☐ How much is it?
- ☐ What's your name?
- ☐ Can I help you?
- ☐ What size?
- ☐ Who are you?
- ☐ What color?
- ☐ Would you like to try it on?
- ☐ What's your address?

6. Complete the speech bubbles with the missing sentences.

*Completa las burbujas de diálogo con los enunciados que faltan.*





## Lesson 20

### Can you help me?



**Read**

1. Answer the question.

*Contesta la pregunta.*

A) Where do you think Alfredo is?

a) At a book store.

b) At a shoe store.

c) At a sweet store.

2. Read the dialogue.

*Lee el diálogo.*

Alfredo: Good afternoon. Can you help me?

Salesman: Certainly.

Alfredo: Do you have these shoes in brown?

Salesman: Yes. What size do you need?

Alfredo: 7 ½.

Salesman: Here you are.

Alfredo: Can I try them on?

Salesman: Do it please.

Alfredo: Can you get me a bigger size?

I think these ones hurt my toes.

Salesman: Of course. Here you are.

How do you feel them?

Alfredo: They are more comfortable.

**How much are they?**

Salesman: **They're \$350.**







### Write

3. Write True or False.

*Escribe True (verdadero) o False (falso).*

- a) Alfredo is Mariana's and Sofia's father.
- b) He is looking for a pair of boots.
- c) The shoes in 7 1/2 are comfortable for him.
- d) The shoes are \$350.
- e) Alfredo asked for a bigger size.

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### Think

4. Answer the questions.

*Contesta las preguntas.*

- a) For plural, how do you ask for the price of an item? \_\_\_\_\_
- b) How do you answer the question? \_\_\_\_\_



### Write

5. Write the missing numbers to order the dialogue.

*Escribe los números que faltan para ordenar el diálogo.*

- \_\_\_\_\_ Susana: Large.
- \_\_\_\_\_ Salesman: Good morning. Can I help you?
- \_\_\_\_\_ Salesman: Would you like to try it on?
- \_\_\_\_\_ 3 \_\_\_\_\_ Salesman: What size?
- \_\_\_\_\_ Susana: How much is it?
- \_\_\_\_\_ Susana: Yes, please. I'm looking for a sweater.
- \_\_\_\_\_ Susana: No, thanks.
- \_\_\_\_\_ Susana: Yellow.
- \_\_\_\_\_ Salesman: It's \$240
- \_\_\_\_\_ Salesman: What color?



6. Write the dialogue in order and practice it with a classmate.

*Escribe el diálogo en orden y practícalo con un compañero.*

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## Lesson 21

### Project: Garage sale. Part one



#### Read

1. A project work helps the students to build up their English vocabulary. It has to collect all the words that they find outside the classroom.

*Un proyecto de trabajo ayuda a que los estudiantes construyan su vocabulario en inglés. Éste debe ayudar a recopilar palabras que se usan fuera del salón de clases.*

2. A project work is used to describe the activities done in the classroom which asks the students to use their general knowledge and information to do something and to find out information and to present it to others.

*Un proyecto es utilizado para describir actividades hechas dentro del salón de clases en el cuál se invita al estudiante a usar sus conocimientos e información para hacer algo y presentarlo frente a la clase.*

3. Work in pairs.

*Trabaja en parejas.*



4. Look at the chart.  
*Observa la tabla.*

What you need to make a garage sale?	
Materials	Steps
Something you have in your house and you want to sell. Construction paper Colors Scissors Glue	Find something that is in good conditions. Make an advertisement. Organize the garage sale.

5. Organize a garage sale; be creative to show what you want to communicate to other people.

*Organiza una venta de garaje sé creativo para que muestres lo que le quieres comunicar a la gente.*

6. Share the item you have chosen with your classmates for not repeating.  
*Comparte tu objeto con tus compañeros para que no se repitan.*

## Lesson 22

### Project: Garage sale. Part two



#### Read

- Making an advertisement.  
*Elaborando un anuncio.*

1. Prewriting.  
*Antes de escribir.*

- Think about the design.
- Think about details
- Think of what you want to include in your advertisement.



2. Writing.  
*Escribiendo.*

- Write a draft.
- Write the most important information, try to be short and specific.
- Think about an illustration and make a layout of it.

Example:



3. Revising.  
*Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the information you include is important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.



4. Publishing.  
*Publicando.*

- Make enough copies so that everyone can have one.

## Lesson 23

### Project: Garage sale. Part three



#### Read

- Persuasive arguments.  
*Argumentos persuasivos.*

1. Prewriting.  
*Antes de escribir.*

- Decide how you are going to persuade people to buy what you are selling.
- Gather convincing facts and reasons.

2. Writing.  
*Escribiendo.*

- You will have to try to persuade people to agree with you. You should state your opinion.
- Give facts and reasons. You would have to change people's mind. Give details to help to support your opinion.

Repeat your opinion.

Example:

Why don't you buy this item?



State your opinion

You should avoid using old and shabby clothes.

Give facts and reasons

You are a very elegant person. You have to prevent the hard winds of October and the cold of December. Get this sale.

Repeat your opinion

You should get this sale. Don't wait more time. Come and get it.

3. Revising.  
*Revisando.*

- Read your draft to your partner.
  - Note your partner's response.
  - Ask him if your reasons persuaded him.
- Let your partner to read the draft.
  - Tell your partner when you were persuaded.
- Check if you persuaded your customers to buy your item.
- Correct and edit.

4. Publishing.  
*Publicando.*

- Invite your classmates to your garage sale.
- Share your argument in the garage sale.
- Complete the chart.



Things that the sales assistant says	Things that the customer says
Can I help you?	I'm looking for a coat.



- Compare the items that are in the garage sale. Complete the chart.

Comparative form with <i>-er</i>	Comparative form with <i>more than</i>
This coat is prettier than this jacket	But the coat is more expensive than the jacket.

## Lesson 24

### Review

- Find the adjectives from exercise 2.  
*Encuentra los adjetivos del ejercicio 2.*

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



2. Complete the information.

*Completa la información.*

Adjectives	Comparative form	Superlative form
Good	_____	_____
Bad	_____	_____
Pretty	_____	_____
Small	_____	_____
Fat	_____	_____
Short	_____	_____
Ugly	_____	_____
Cheap	_____	_____
Hot	_____	_____
Interesting	_____	_____
Fashionable	_____	_____
Original	_____	_____
Comfortable	_____	_____
Expensive	_____	_____
Dangerous	_____	_____
Intelligent	_____	_____

3. Order the expressions to write a dialogue.

*Ordena las expresiones para escribir un diálogo.*

Can I help you?

No, thanks. It's for my sister.  
How much is it?

What color?

Yes, please. I'm looking for a sweater.

Would you like to try it on?

Green.

Small

It's \$290

What size?

Salesman: \_\_\_\_\_  
 Sarah: \_\_\_\_\_  
 Salesman: \_\_\_\_\_  
 Sarah: \_\_\_\_\_  
 Salesman: \_\_\_\_\_



Sarah: \_\_\_\_\_  
 Salesman: \_\_\_\_\_  
 Sarah: \_\_\_\_\_  
 Salesman: \_\_\_\_\_

4. Write each word from the box in the corresponding column.  
*Escribe cada palabra del cuadro en la columna correspondiente.*

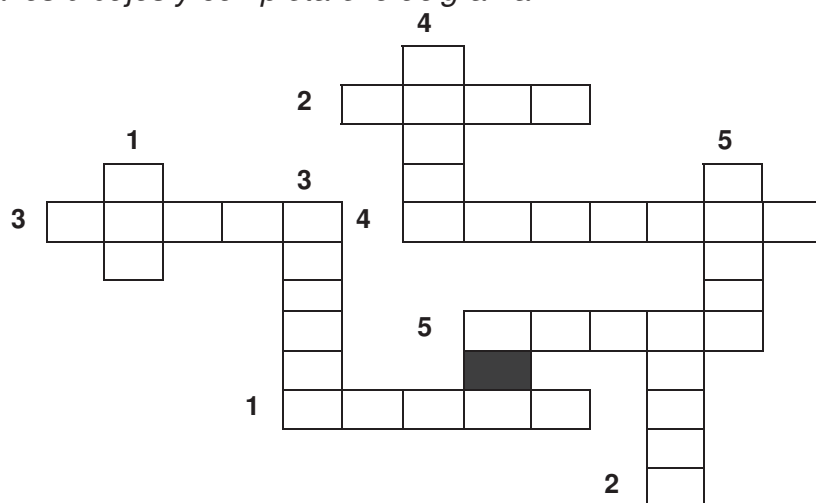
beautiful	new	short	fat	easy
large	expensive	exciting	young	complicated
difficult	strong	modern	dangerous	pretty

Comparative form <b>-er</b>	Comparative form with <b>more than</b>



5. Look at the pictures and complete the crossword.

*Observa los dibujos y completa el crucigrama.*



### Across

1.



2.



3.



4.



5.



### Down

1.



2.



3.



4.



5.



6. Complete the dialogue with **one** and **ones**.

*Completa el diálogo con one y ones.*

Mariana: Look at this skirt.

Sofia: It's nice. What do you think about that red \_\_\_\_\_?

Mariana: It's pretty.

Sofia: And look those jeans. Do you like \_\_\_\_\_?

Mariana: Yes, they're fashionable.



## Answer Key/ Respuestas

### Lesson 7 Mini Check

Page/página 176

1.

Mariana

Alfredo

Rocio

Sofia

Pages/páginas 177-178

3.

a) Where are Mariana and Sofia from?

b) Where do they live?

c) They like fashionable and colourful clothes.

d) Mexico is a lovely city.

e) Are they good students?

Page/página 178

4.

Adjectives	Synonyms	Antonyms	Plural form
excellent	cool	small	dresses
small	fresh	big	jeans
cold	lovely	cold	students
big	pretty	warm	clothes
warm			
pretty			
fashionable			
colourful			
fresh			
good			
old			
interesting			

Pages/páginas 178-179

5.

A)

b) interesting



B)  
a) comfortable

C)  
b) beautiful

D)  
b) expensive

E)  
a) cheap

## **Lesson 15**

### **Mini Check**

Page/página 204

1.  
a) Mother Hernández  
b) Father García

Page/página 205

3.  
a) The blue T-shirt is more expensive than the green one.  
b) The brown shoes are cheaper than the black ones.  
c) The pink dress is more attractive than the yellow dress.  
d) The black shoes are more comfortable than the brown shoes.  
e) The green T-shirt is bigger than the blue one.

Pages/páginas 205-206

4.  
a) With adjectives of two or more syllables, we use more + adjective + than to express superiority.  
b) With adjectives of one syllable, we use adjective + er + than to express superiority.  
    big = bigger  
    heavy = heavier  
c) To substitute a noun you use one for singular and ones for plural.



d) The connectors are and, but, or, so.

Page/página 207

5.

c  
h  
i  
d  
a  
g  
e  
f  
b

## Review

Page/página 207

1.

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

Page/página 228

2.

Adjectives

Comparative form

Superlative form

Good

better

the best

Bad

worse

the worst

Pretty

prettier

the prettiest



Small	<u>smaller</u>	<u>the smallest</u>
Fat	<u>fatter</u>	<u>the fattest</u>
Short	<u>shorter</u>	<u>the shortest</u>
Ugly	<u>uglier</u>	<u>the ugliest</u>
Cheap	<u>cheaper</u>	<u>the cheapest</u>
Hot	<u>hotter</u>	<u>the hottest</u>
Interesting	<u>more interesting</u>	<u>the most interesting</u>
Fashionable	<u>more fashionable</u>	<u>the most fashionable</u>
Original	<u>more original</u>	<u>the most original</u>
Comfortable	<u>more comfortable</u>	<u>the most comfortable</u>
Expensive	<u>more expensive</u>	<u>the most expensive</u>
Dangerous	<u>more dangerous</u>	<u>the most dangerous</u>
Intelligent	<u>more intelligent</u>	<u>the most intelligent</u>

Pages/páginas 228-229

3.

*Salesman: Can I help you?*

*Sarah: Yes, please. I'm looking for a sweater.*

*Salesman: What color?*

*Sarah: Green.*

*Salesman: What size?*

*Sarah: Small.*

*Salesman: Would you like to try it on?*

*Sarah: No, Thanks. It's for my sister. How much is it?*

*Salesman: It's \$290.*

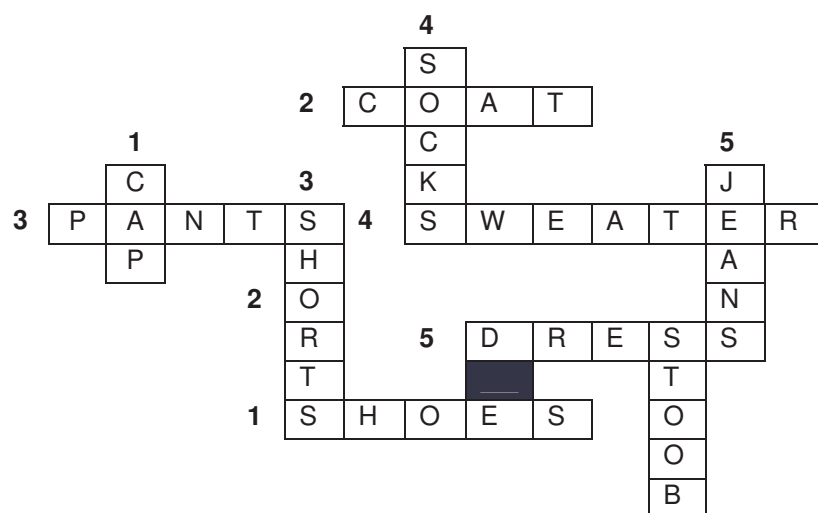
Page/página 229

4.

<b>Comparative form -er</b>	<b>Comparative form with <i>more than</i></b>
new	beautiful
short	expensive
fat	exciting
easy	complicated
large	difficult
young	modern
strong	dangerous
pretty	



5.



6.

Mariana: Look at this skirt.

Sofia: It's nice. What do you think about that red one?

Mariana: It's pretty.

Sofia: And look those jeans. Do you like ones?

Mariana: Yes, they're fashionable.



## Materiales de apoyo

Temas	Material sugerido
Si los estudiantes desean ingresar a esta página para diseñar su propia página web de manera gratuita.	<a href="http://www.geocities.yahoo.com">www.geocities.yahoo.com</a>

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# INGLÉS II

## Unit 4

House and home/Casa y hogar







# Unit 4

## House and home/*Casa y hogar*

### Purpose/*Propósito*

El propósito de esta unidad es capacitar a los estudiantes a describir sus hogares y aprender acerca de los de otras personas.

### Topics/*Temas*

- Lesson 1 My house
  - Lesson 2 Look at this bedroom
  - Lesson 3 There is a cake in the oven
  - Lesson 4 There are my favorite jeans
  - Lesson 5 There aren't any tissues in the bathroom
  - Lesson 6 There's a lamp on the night table
  - Lesson 7 Mini Check
  - Lesson 8 Where is the lemonade?
  - Lesson 9 Is there an apartment for rent?
  - Lesson 10 Are there nine floors in the building?
  - Lesson 11 This apartment is nicer
  - Lesson 12 The Zaragoza Ave. apartment is bigger than the Hidalgo Ave. Apartment
  - Lesson 13 The white sofa is more expensive
  - Lesson 14 Mini Check
  - Lesson 15 Project: Classified advertisements. Part one
  - Lesson 16 Project: Classified advertisements. Part two
  - Lesson 17 Project: Classified advertisements. Part three
  - Lesson 18 Project: Classified advertisements. Part four
  - Lesson 19 Project: Classified advertisements. Part five
  - Lesson 20 Review. Part one
  - Lesson 21 Review. Part two
- 21 sessions, 7 weeks / 21 sesiones, 7 semanas



## Lesson 1

### My house



#### Read

1. Complete the information.  
*Completa la información.*

Vocabulary in this unit is related to:

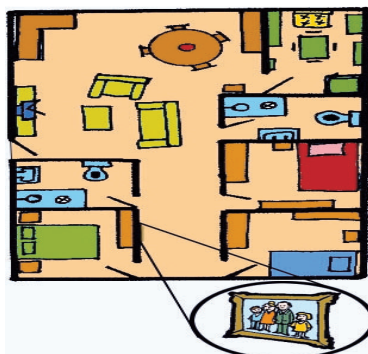
a) school

b) cinema

c) house

2. Read the text.  
*Lee el texto.*

My name is Rodrigo. I live in Mexico City. I live in a house that has three **bedrooms** and two **bathrooms**. I love to be in the **garden** and play with my cat. My house has a **kitchen** and a **living room**. My house is yellow with red roof. It has two small windows in front and a wood door. My mom has a family **picture** hanged on a **wall** of the **hall**



3. Answer the questions about the text.  
*Responde las preguntas acerca del texto.*

Where does Rodrigo live? \_\_\_\_\_  
How many bedrooms does his house have? \_\_\_\_\_  
Does it have a dining room? \_\_\_\_\_  
What is the house like? \_\_\_\_\_





**Think**

4. Look at the text. Choose the answer that corresponds.  
*Observa el texto. Elige la respuesta que corresponda.*

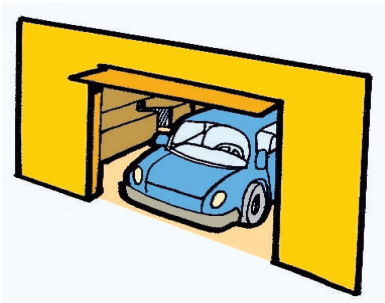
Words in **bold** refers to:

- a) parts of the house
- b) parts of the body



**Write**

5. Order the letters to form a word that describes the image.  
*Ordena las letras para formar una palabra que describa la imagen.*



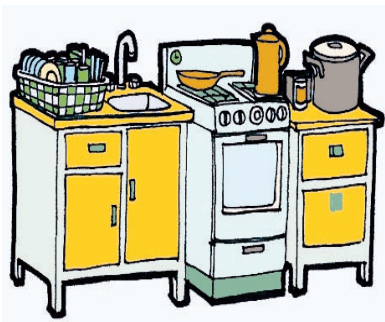
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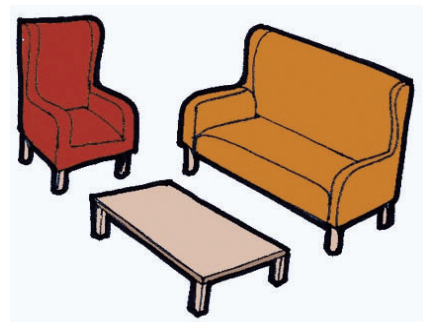
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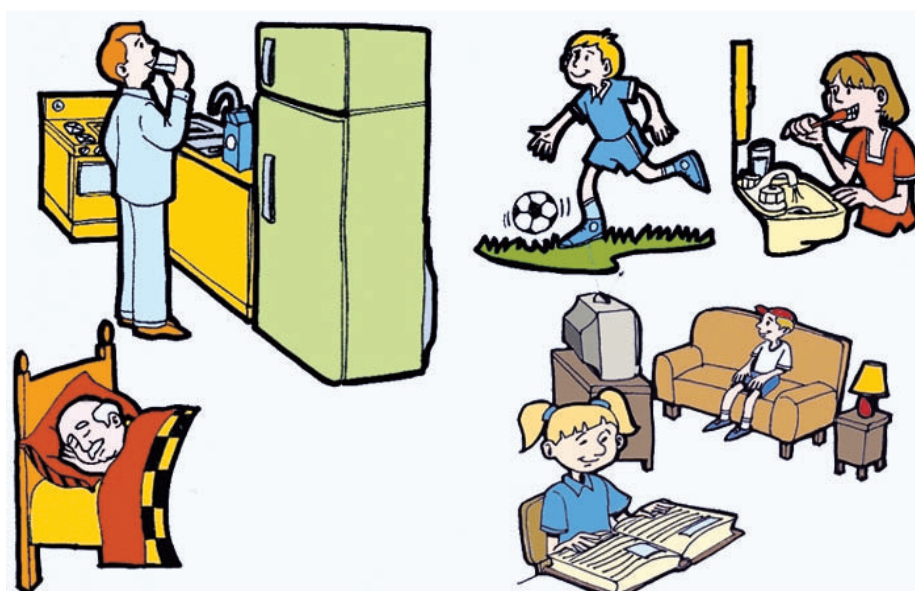
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6. Complete the information using the words in the box.  
*Completa la información usando las palabras del cuadro.*



yard	living room
bedroom	dining room
kitchen	bathroom

1. My grand father is sleeping in the \_\_\_\_\_.
2. She is brushing her teeth, she is in the \_\_\_\_\_.
3. He is watching T.V. in the \_\_\_\_\_.
4. My father is in the \_\_\_\_\_.
5. I'm playing in the \_\_\_\_\_.
6. Sara is doing her homework in the \_\_\_\_\_.





**Speak**



**Write**

7. Write a text similar to exercise one. Share it with your classmates.

*Escribe un texto similar al del ejercicio uno. Compártelo con tus compañeros.*

What's your house like?

My house is

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## Lesson 2

**Look at this bedroom**



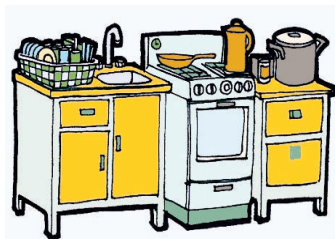
**Read**

1. Look at the images. Order the letters to form a word.

*Observa las imágenes. Ordena las letras para formar una palabra.*



ohues



nehcikt



radly

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2. Read the e-mail.  
*Lee el correo electrónico.*


✕ ☑ ◀ 😊
□ 💾 📁 ✉ 📧 ☆

From: [emasalazar@londongirls.com](mailto:emasalazar@londongirls.com)  
 To: [samgreen@happypeople.com](mailto:samgreen@happypeople.com)  
 Subject: Hello!

Dear Sam,

I think you can be at this place during your stay here. So let me tell you more about the room I believe it's appropriate for you. It is located in Mexico city. It is very close to school. There is a big **closet** for you to hang your clothes; there are many **drawers** in it. There is a **night table** next to the **bed** and a **lamp** on it. There is a very comfortable bed with a **pillow** and two **cushions**. There is a bathroom just for you. There are two **windows**. There is a **T.V.** in front of the bed. There is a **dresser** with a big **mirror**.

Please let me know if you like this bedroom.  
 Write me soon.



Regards,  
 Ema Salazar



**Write**

3. Circle T if the sentence is True or F if it is False.  
*Encierra en un círculo T si el enunciado es verdadero o F si es falso.*

Sam is sending an e-mail to Emma.	T	F
Sam wants a room to live in.	T	F
The room is in Mexico City.	T	F
There is a small closet.	T	F
There are many drawers in the closet.	T	F
There is a night table and a lamp.	T	F
There is an uncomfortable bed.	T	F
There isn't a bathroom.	T	F

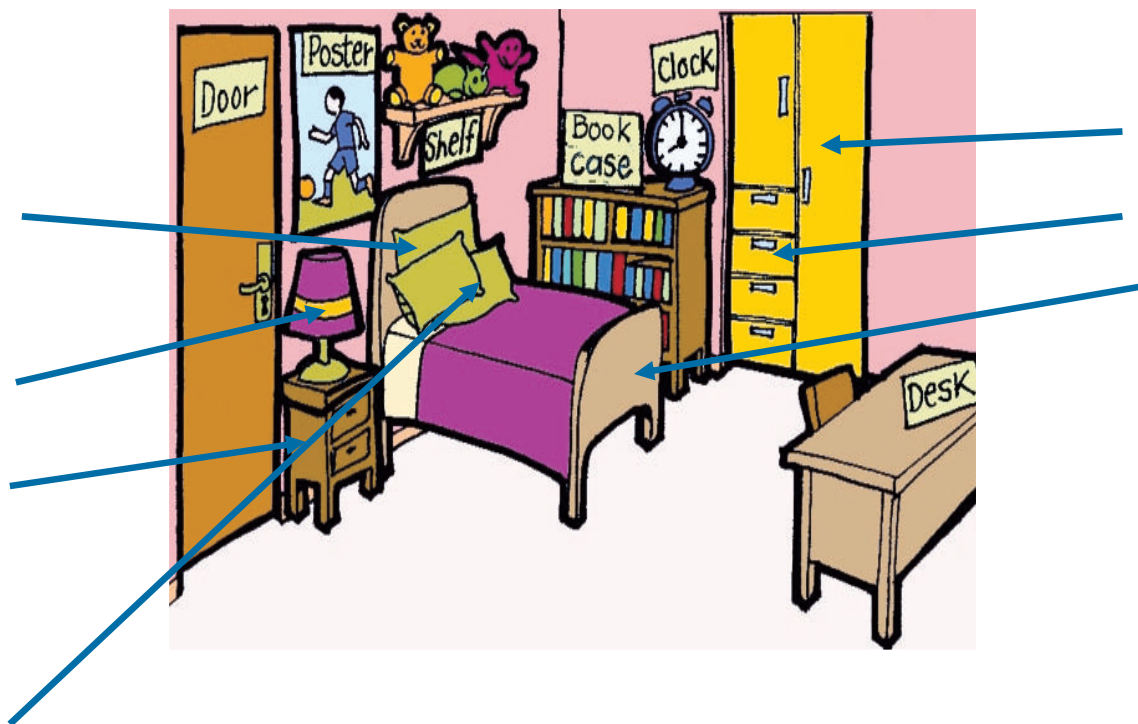




## Think

4. Go back to the e-mail. Look at the words in **bold** and complete the chart.

*Regresa al correo electrónico. Observa las palabras en **negritas** y completa el esquema.*



## Write

5. Choose the answer that corresponds.

*Elige la respuesta que corresponda.*

1. Where do you usually sleep?

- a) on the floor
- b) on the bed

2. Where do you usually hang your clothes?

- a) in the closet
- b) in the yard



3. Where do you usually keep your clothes?

- a) in the night table
- b) in the drawers

4. Where do you usually do your homework?

- a) on the bed
- b) on the desk

5. Where do you usually put a lamp ?

- a) in the closet
- b) on the night table



**Speak**



**Write**

6. Work in pairs. Write a description of your bedroom and draw it. Share it with your partner. Ask him What's his bedroom like?

*Trabaja en parejas. Escribe una descripción de tu recámara y dibújala. Compártelo con tu compañero. Pregúntale ¿cómo es su recámara?.*

My bedroom	



## Lesson 3

There is a cake in the oven



Read

1. Write on the line the answer that corresponds.  
*Escribe sobre la línea la respuesta que corresponda.*

Is the place where you cook meals \_\_\_\_\_



a) in the yard



b) in the kitchen



c) in the bathroom

2. Read the dialogue.  
*Lee el diálogo.*

Mom: Ana, be careful. Stop running in the kitchen!  
Watch out!

Ana: Ups! I'm sorry mom! I'll clean this mess.  
Is there a mop?

Mom: Yes there is.

Ana: What are you doing?

Mom: I'm cooking. **There is** a cake in the oven.

Ana: Is there a strawberry cake?

Mom: No, there isn't. **There is** a chocolate cake.  
It's your daddy's birthday!

Ana: Yes, I remember! Can I help you?

Mom: Look in the fridge, **there's** a bottle of milk.  
Please give it to me.

Ana: Yes, Mom. Are you mad to me?

Mom: No, honey. But you have to be careful.







## Write

3. Circle T (true) or F (false).

*Encierra en un círculo T si el enunciado es verdadero o F si es falso.*

Ana is running in the kitchen.	T	F
A bottle of milk fell down.	T	F
There is a cake in the fridge.	T	F
Ana's mom is baking a strawberry cake.	T	F
There is a bottle of milk in the fridge.	T	F
There isn't a mop in the kitchen.	T	F



## Think

4. Go back to the dialogue. Choose the option that corresponds.

*Regresa al diálogo. Elige la respuesta que corresponda.*

**There is**, appears \_\_\_\_\_ the subject of a sentence.

- a) after
- b) before

**There is**, refers to \_\_\_\_\_ forms.

- a) plural
- b) singular

**There is**, is usually followed by \_\_\_\_\_ expressions.

- a) place
- b) time

It is the contraction of **there is** \_\_\_\_\_.

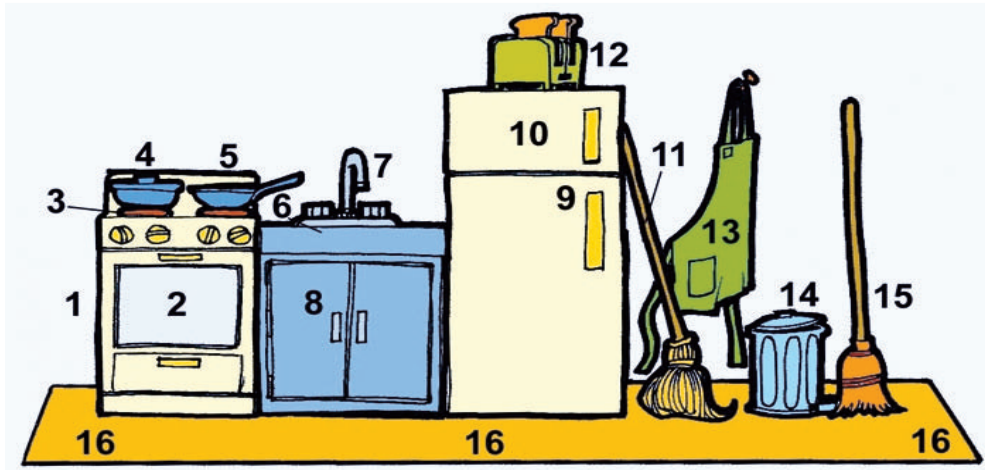
- a) there's
- b) there're





Write

5. Look at the image. Write on the lines the number that corresponds.  
*Observa la imagen. Escribe sobre las líneas el número que corresponda.*



- |                  |                   |                 |                  |
|------------------|-------------------|-----------------|------------------|
| ___ mop          | <u>6</u> sink     | <u>13</u> apron | ___ pan          |
| ___ frying pan   | <u>16</u> floor   | ___ stove       | ___ refrigerator |
| ___ toaster      | ___ oven          | ___ broom       | ___ garbage can  |
| <u>8</u> cabinet | <u>10</u> freezer | ___ faucet      | <u>3</u> burner  |



Write

6. Order the words to form a sentence.  
*Ordena las palabras para formar un enunciado.*

on /garbage can/ is/ There/ a/ floor/.  
There is a garbage can on the floor.



1. sink/ There/ next to/ refrigerator/ is/ a/ the.

---

2. is/ kitchen/ There/ stove/ in/ a/ the.

---

3. stove/ the/ There/ between/ is/ refrigerator/ a/ and/ sink/ the.

---

4. turkey/ oven/ in/ is/ There/ a/ the.

---

5. egg/ an/ is/ frying/ pan/ There/ the/ in/.

---

7. Describe the objects that are in the picture. Use *there is*. Compare your answers with a partner.

*Describe los objetos que están en la imagen. Usa there is. Compara tus respuestas con un compañero.*



Example:

There is a stove in the kitchen.

There is a bed in the bedroom.

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



## Lesson 4

### There are my favorite jeans

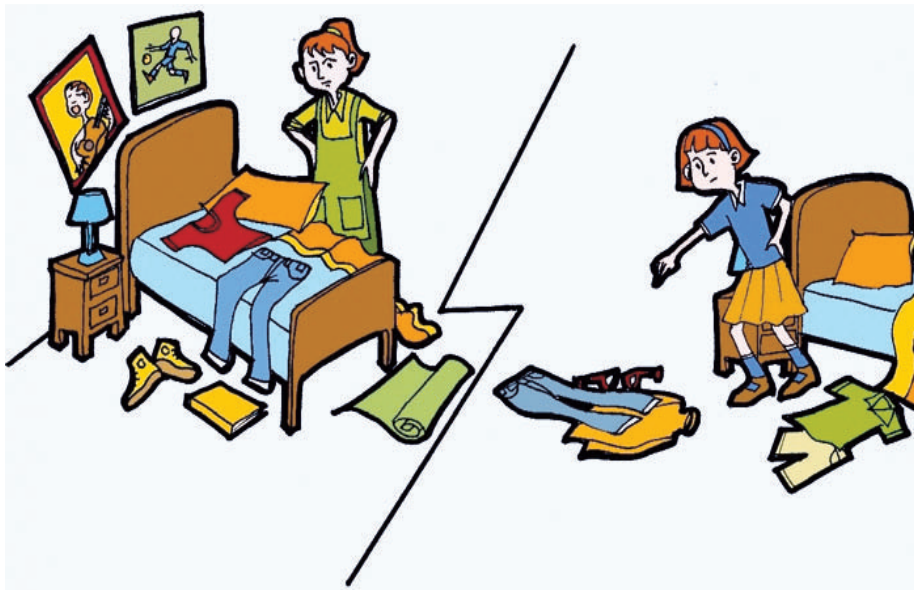


#### Read

1. Answer the question about the dialogue.  
*Responde la pregunta acerca del diálogo.*

Where are they? \_\_\_\_\_

2. Read the dialogue.  
*Lee el diálogo.*



Mom: Look at this mess! There is a disaster here. **There are** lots of clothes on the floor. How an untidy place!

Ana: I'm looking for my green blouse!

Mom: How are you going to find it in this disorder? You need to clean this room.

**There are** your black shoes under your bed and **there are** two dirty plates on the desk.

Ana: Look, **there are** my favorite jeans!

And look **there are** my glasses! But, they are broken!

Mom: Ana, you should better clean this out! You have to take care of your own space. You should be careful with your possessions.





### Write

3. Answer the questions about the dialogue.  
*Responde las preguntas acerca del diálogo.*

Why is Ana's mom angry? \_\_\_\_\_

What is Ana looking for? \_\_\_\_\_

Where are the black shoes? \_\_\_\_\_

What's the advice Ana's mother gave her? \_\_\_\_\_

Do you have your bedroom clean and tidy? \_\_\_\_\_



### Think

4. Go back to the dialogue. Choose the option that corresponds.  
*Regresa al diálogo. Elige la respuesta que corresponda.*

**There are**, appears \_\_\_\_\_ the subject of a sentence.

a) after

b) before

**There are**, refers to \_\_\_\_\_ forms.

a) plural

b) singular

**There are**, is usually followed by \_\_\_\_\_ expressions.

a) place

b) time

It is the contraction of **there are** \_\_\_\_\_.

a) there's

b) there're





## Write

5. Order the words to form a sentence.

*Ordena las palabras para formar un enunciado.*

on / are/ There/ three/ floor/ cans.

There are three cans on the floor.

1. apples/ There/ on/ refrigerator/ are/ two/ the/.

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2. are/ kitchen/ There/ rats/ in/ the.

---

3. some/ the/ There / are/ donnas/ on/ table.

---

4. days/ seven/ on/ are/ There/ week/ the.

---

5. eggs/ two/ are/ frying/ pan/ There/ the/ in/.

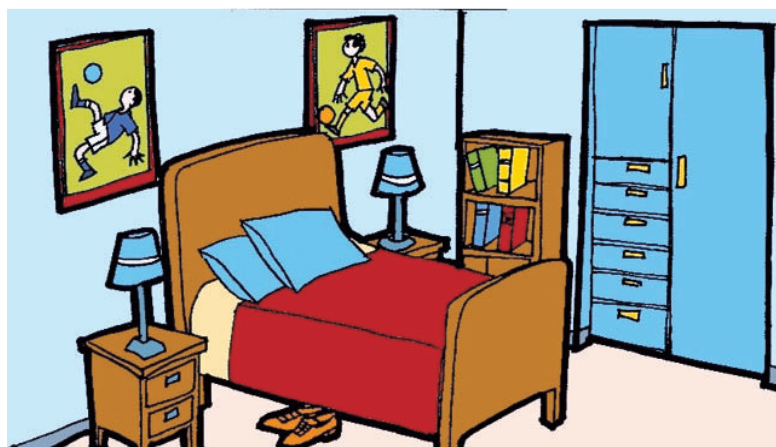
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6. socks/ on/ laundry/ There/ the/ are/ some/.

---

6. Describe the things that are in this bedroom.

*Describe las cosas que hay en esta recámara.*





Example:

There are many drawers in the closet.

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

## Lesson 5

### There aren't any tissues in the bathroom



Read

1. Answer the question about the text.

*Responde la pregunta acerca del texto.*

What kind of text is it?

- a) a letter
- b) an e-mail
- c) a dialogue

2. Read the dialogue.

*Lee el diálogo.*

Ana: I'm not feeling OK!

Mom: What's the problem?

Ana: I have a cold. Are there any tissues?

Mom: There are in the bathroom.

Ana: **There aren't** any tissues in the bathroom.

**There isn't** a roll of toilet paper in the bathroom either.

Mom: There is some toilet paper in my room.

Take some pills, there are in the medicine cabinet.

Ana: **There aren't** any pills in the medicine cabinet.

Mom: Look then in the drawers.

Ana: Yes, there are the pills!







### Write

3. Circle T if the sentence is True and F if it is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

Ana is in the kitchen.	T	F
Ana is sick.	T	F
There are no tissues in the bathroom.	T	F
There is no toilet paper in the bathroom.	T	F
Ana is looking for some pills in the medicine cabinet.	T	F
There are some pills in the shower.	T	F



### Think

4. Go back to the dialogue. Choose the option that corresponds.

*Regresa al diálogo. Elige la opción que corresponde.*

Choose the negative statements:

- a) there isn't any/ there aren't any
- b) are there/ is there

Complete the chart.

There is no	=	
There are no	=	

To indicate inexistence of a thing we use:

There isn't + \_\_\_\_\_ + singular article.

There aren't + \_\_\_\_\_ + plural noun.



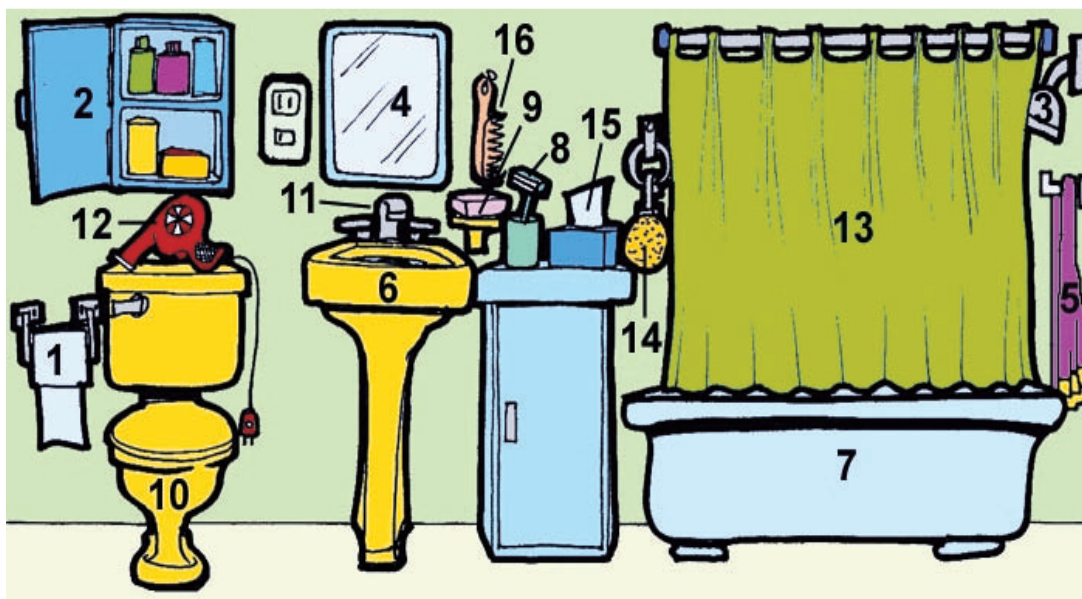
### Write

5. Complete the chart. Use the words in the box.

*Completa el esquema. Usa las palabras del cuadro.*

toilet paper	medicine cabinet	shower
mirror	towel	sink
razor	soap	toilet
hair dryer	shower curtain	faucet
	tissues	comb
		sponge





___ toilet paper	___ mirror	<u>8</u> razor	___ hair dryer
___ medicine cabinet	<u>5</u> towel	___ shower	___ soap
___ shower curtain	___ tissues	<u>16</u> comb	<u>14</u> sponge
<u>11</u> faucet	<u>7</u> bathtub	___ sink	<u>10</u> toilet

6. Complete the sentences. Use *there isn't / there aren't*.  
*Completa los enunciados. Usa there isn't / there aren't.*

- \_\_\_\_\_ a door in this room.
- \_\_\_\_\_ any apples in the basket
- \_\_\_\_\_ any coffee in the cup.
- \_\_\_\_\_ a picture in the hall.
- \_\_\_\_\_ any towels in the bathroom.
- \_\_\_\_\_ any snow in spring.



7. Write the negative statements of each sentence.

*Escribe la forma negativa de cada enunciado.*

There are paintings on the walls.

There is a bed in the bedroom.

There are two lamps on the night table.

There is a poster on the door.

There is a soccer ball under the bed.

There are big trees in the yard.

## Lesson 6

There's a lamp on the night table



Read

1. Find ten words that refer to the house.

*Encuentra diez palabras que se refieren a la casa.*

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



2. Look at the advertisement. Read the texts.

*Observa el anuncio. Lee los textos.*

Rachid - Conversation

Invite Not admit Send file Save Image to show

Para: Rachid < rachid\_abdulah@shinnyfriends.com >

Find furnished rooms at: [www.rentrooms.com](http://www.rentrooms.com)


Room **near to** the bathroom. There is a very comfortable bed.

There is a big closet and drawers **in it**.

There is a lamp **on** the night table.

There is a bookcase **between** the windows.

There is a headboard **behind** the bed.  
There is a mirror **in front** of the bed.



Happy Chat

Phone: 221 45 33 e-mail: [furnishedrooms@accommodation.com](mailto:furnishedrooms@accommodation.com)

Enviar

Último mensaje recibido el a las

3. Circle T if the sentence is True and F if it is False.

*Encierra en un círculo T si el enunciado es verdadero y F si es falso.*

There is a blue floor.	T	F
There isn't a bed in the bedroom.	T	F
There is a lamp next to the bed.	T	F
There is a headboard in front of the closet.	T	F
There is a bookcase between the windows.	T	F
There are green walls.	T	F
There is a yellow ceiling.	T	F





## Think

4. Go back to the advertisement and match the columns.

*Regresa al anuncio y relaciona las columnas.*

in  
on  
under  
between  
behind  
next to  
in front

detrás  
enfrente  
en  
encima  
debajo  
a un lado  
entre



## Write

5. Write on the line the preposition that corresponds.

*Escribe sobre la línea la preposición que corresponde.*

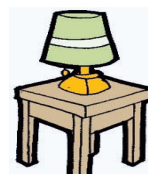
There are some shoes \_\_\_\_\_ the closet.



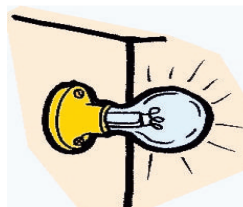
There is a refrigerator \_\_\_\_\_ the kitchen.



There is a lamp \_\_\_\_\_ the table.

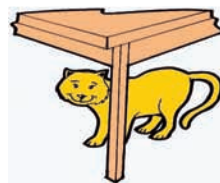


There is a bulb \_\_\_\_\_ the ceiling.





There is a cat \_\_\_\_\_ the table.



There are some shoes \_\_\_\_\_  
the bed.



There is a tree \_\_\_\_\_ the house.



There is a headboard \_\_\_\_\_ the bed.



There is a plant \_\_\_\_\_  
of the mirror.



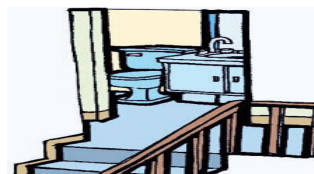
There is a night table \_\_\_\_\_  
the bed.



There is a chair \_\_\_\_\_ of the desk.

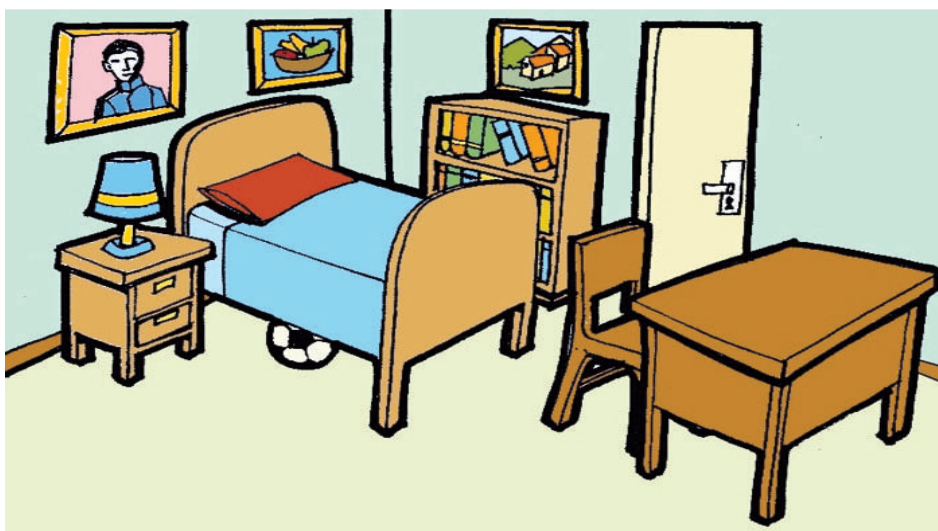


There is a bathroom \_\_\_\_\_  
the second floor.





6. Describe the image. Use *there is/ there are* and the prepositions.  
*Describe la imagen. Usa there is/ there are y las preposiciones.*



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## Lesson 7

### Mini Check



**Read**

1. Answer the question about the text.  
*Responde la pregunta acerca del texto.*

Where are they?

- a) in the dining room
- b) in the living room



2. Read the text.  
*Lee el texto.*

I like my living room very much. There's a green sofa next to the door. In front of the sofa there is a small wood table. There's a blue and red rug under the table. There's an armchair between the bookcase and the loveseat. There are some houseplants hanged on the ceiling. There aren't any windows. There is a hall near the living room that takes to the kitchen.



3. Circle T if the sentence is True and F if it is False.  
*Encierra en un círculo T si el enunciado es verdadero o F si es falso.*

The text describes a bedroom.	T	F
There's a sofa besides the door.	T	F
There's a big table in front of the sofa.	T	F
There's a bookcase next to the loveseat.	T	F
There's an armchair next to the bookcase.	T	F
There are two windows next to the door.	T	F
There are houseplants hanged on the ceiling.	T	F



**Think**

4. Go back to the text. Complete the chart.  
*Regresa al texto. Completa la tabla.*

Prepositions	There (singular)	There (plural)	Negative statements



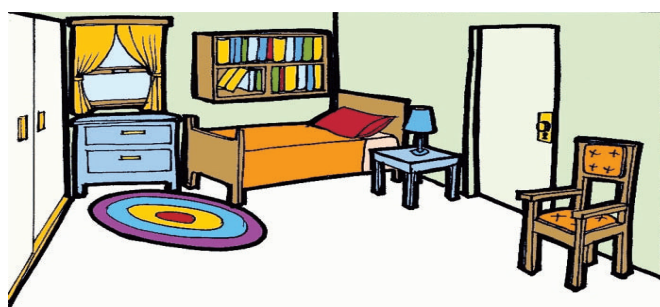


## Write

5. Complete the gapped text. Use the words in the box.

*Completa los espacios del texto. Usa las palabras del cuadro.*

bed	lamp	night table	table	rug
next to	window	there's	between	
	there are			



In my bedroom, there is my \_\_\_\_\_ in the corner of the room.  
 \_\_\_\_\_ some books in the shelf. There is a \_\_\_\_\_ next  
 to the bed and there's a \_\_\_\_\_ on it. \_\_\_\_\_ a chest  
 of drawers under the \_\_\_\_\_. There's an armchair \_\_\_\_\_  
 the door. There's a \_\_\_\_\_ on the floor, \_\_\_\_\_ the  
 closet and the bed.

6. Write a description of your favorite room. Draw it.

*Escribe la descripción de tu cuarto favorito. Dibújalo.*

My favorite room	



## Lesson 8

### Where is the lemonade?



#### Read

1. Answer the question?  
*Responde la pregunta.*

Where are they? \_\_\_\_\_

2. Read the dialogue.  
*Lee el diálogo.*

Din don, din don

Leslie: Hi, dear!

Felipe: Hi, Les!

Leslie: Come in! Would you like some  
lemonade? Let's go to the kitchen.

Felipe: **Where is the kitchen?**

Leslie: It's next to the garden. Follow me.

Felipe: Wow! How a beautiful house!

Leslie: Mom, **where is the lemonade?**

Mom: It is in the refrigerator.

Felipe: **Where are the glasses?**

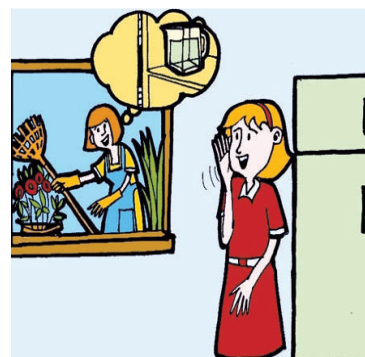
Leslie: They are in the cupboard.

Felipe: Excuse me; may I go to the bathroom?

Leslie: Yes, of course!

Felipe: **Where's the bathroom?**

Leslie: It's next to the living room. It's at the  
end of the hall.





3. Circle T if the sentence is True and F if it is False.

*Encierra en un círculo T si el enunciado es verdadero o F si es falso.*

Felipe visits Leslie's house for the first time.

T

F

Leslie's mom is in the kitchen.

T

F

There is some lemonade in the refrigerator.

T

F

The kitchen is on the garden.

T

F

The bathroom is at the end of the hall.

T

F



**Think**

4. Go back to the text. Choose the option that corresponds.

*Regresa al texto. Elige la respuesta que corresponda.*

We use *where is/ are?* to ask :

- a) location
- b) time

Which is the contraction of Where + is:

- a) where's
- b) where're

Which is the contraction of where + are:

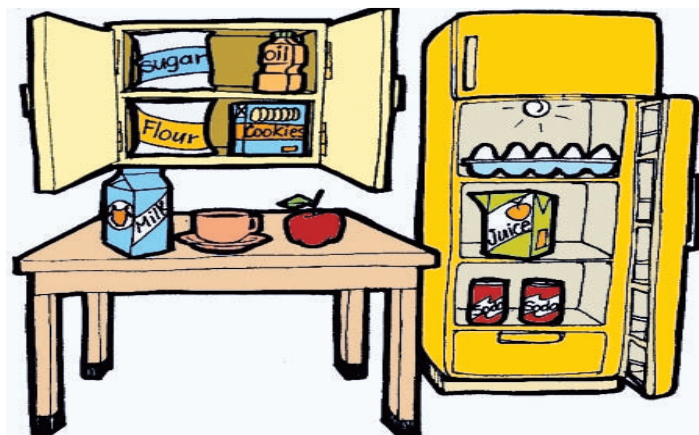
- a) where's
- b) where're



**Write**

5. Write the question for each answer.

*Escribe la pregunta para cada respuesta.*





\_\_\_\_\_ ?  
It's on the table

\_\_\_\_\_ ?  
They are in the refrigerator.

\_\_\_\_\_ ?  
It's in the cupboard.

\_\_\_\_\_ ?  
They are on the table.

\_\_\_\_\_ ?  
It's in the refrigerator.

\_\_\_\_\_ ?  
They are in the cupboard.



**Speak**



**Write**

6. Work in pairs. Answer the questions with your information. Ask your partner the same questions and write the answers on the lines.

*Trabaja en parejas. Responde las preguntas con tu información. Haz a tu compañero las mismas preguntas y escribe sobre las líneas las respuestas.*

Questions	You	Your partner
Where's your house?		
Where is your bedroom?		
Where are your clothes?		
Where are your pets?		
Where's the bathroom?		
Where's the kitchen?		
Where's the food?		



## Lesson 9

### Is there an apartment for rent?



#### Read

1. Complete the text with your information.

*Completa el texto con tu información.*

My \_\_\_\_\_ is the place where I sleep. There's a \_\_\_\_\_ behind the door. There's a \_\_\_\_\_ next to the bed. There's a \_\_\_\_\_ on the floor.

2. Read the dialogue.

*Lee el dialogo.*

Peter: Hi, Erika! How are you?

Erika: I need to find an apartment to rent before the end of the month.

Peter: Why don't you look at the newspaper the Real State section.

Erika: Are there some apartments to rent?

Peter: Yes, there are. The Real State is a company which sells or rents houses, apartments, etc.

Erika: That's a good idea. I'm sure in the Real State section I can find something.

Peter: Hey, look there are some!

Erika: Read me one please!

Peter: OK. "Furnished apartment near the University. Two bedrooms, 1 bathroom, dining room and kitchen"

Erika: Is there a living room?

Peter: No, there isn't.



#### **For rent**

9th floor. Furnished apartment near the University. 2 bedrooms, 1 bathroom, dining room, kitchen. \$2,500 monthly. Las Americas. Call Mr. Thompson: 91 23 456



3. Circle T if the sentence is True or F if it is False.

*Encierra en un círculo T si el enunciado es verdadero o F si es falso.*

Erika and Peter are in a cafeteria.

T

F

Peter is looking for an apartment to rent.

T

F

They are looking in the newspaper.

T

F

There are two bedrooms in the apartment.

T

F

There is a dining room in the apartment.

T

F



**Think**

4. Go back to the dialogue. Choose the answer that corresponds and complete the information.

*Regresa al texto. Elige la respuesta que corresponde y completa la información.*

To make questions with *there is* we:

- a) invert the words there and is
- b) use Wh- questions

We answer \_\_\_\_\_ affirmative form.

We answer \_\_\_\_\_ negative form.



**Write**

5. Order the words to form a question. Look at the images. Answer the questions.

*Ordena las palabras para formar una pregunta. Observa las imágenes. Respóndelas.*

a) there/ a/ is/ on/ roof/ the/ man/ ?

---

---



b) there/ picture/ on/ is/ a/ the/ wall/?

---

---

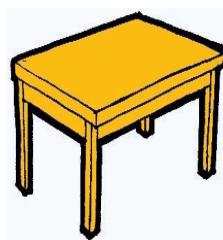




c) there/ lamp/ on/ Is/ a/ the/ table/?

---

---



d) there/ some milk/ in/ Is/ the/ refrigerator/?

---

---



e) there/ sofa/ in/ Is/ a/ the/ bedroom/?

---

---



**Speak**



**Write**

6. Work in pairs. Make different questions to your partner about his home, use *is there?*

*Trabaja en parejas. Haz diferentes preguntas a tu compañero acerca de su hogar, usa is there?.*

Example:

Is there a Studio? No, there isn't.

a) \_\_\_\_\_ ? \_\_\_\_\_

b) \_\_\_\_\_ ? \_\_\_\_\_

c) \_\_\_\_\_ ? \_\_\_\_\_

d) \_\_\_\_\_ ? \_\_\_\_\_

e) \_\_\_\_\_ ? \_\_\_\_\_

f) \_\_\_\_\_ ? \_\_\_\_\_



## Lesson 10

### Are there nine floors in the building?



#### Read

1. Complete the information. Use the dialogue.

*Completa la información. Usa el diálogo.*

#### **ClassAds** **For rent**

\_\_\_\_\_ floor. \_\_\_\_\_  
apartment near the \_\_\_\_\_  
Station. 3 \_\_\_\_\_, 2 bathrooms,  
dining room, living room,  
\_\_\_\_\_. \$4,500 monthly. For a  
small family. Call Mr. Perez: 91 23 456

2. Read the dialogue.

*Lee el diálogo.*

Laura: We need to find an apartment.

Felipe: Yes, honey! I'm looking for some in the newspaper.

Laura: Are there some apartments available?

Felipe: Yes, there are. Look at this: "9<sup>TH</sup> floor. Unfurnished apartment near the Police Station. 3 bedrooms, 2 bathrooms, dining room, living room, kitchen."

Laura: Let me call to have more information.

Laura: Good morning, it's Laura Flores speaking. May I speak with Mr. Perez?

Mr. Perez: Is Mr. Perez speaking. May I help you?

Laura: Yes, sir. I would like to know more about the apartment you are renting. Are there any furniture in the apartment?

Mr. Perez: No, there aren't. It is unfurnished.

Laura: Are there elevators in the building?

Mr. Perez: No, there aren't, there are stairs only.

Laura: Are there two complete bathrooms?

Mr. Perez: Yes, there are. If you want you can come and see it by yourself.

Laura: That would be great!





3. Circle T if the sentence is True and F if it is False.

*Encierra en un círculo T si el enunciado es verdadero o F si es Falso.*

Laura and Felipe want to rent a house.	T	F
Laura and Felipe are looking for an apartment in the Classified Advertisements.	T	F
They are interested in one apartment.	T	F
Laura called Mr. Perez to know more about the apartment.	T	F
There are elevators in the building.	T	F
The apartment is unfurnished.	T	F
There are three bedrooms in the apartment.	T	F
There is a kitchen in the apartment.	T	F



### Think

4. Go back to the dialogue. Choose the answer that corresponds and complete the information.

*Regresa al texto. Elige la respuesta que corresponde y completa la información.*

To make questions with *there are* we:

- a) invert the words there and are
- b) use Wh- questions

*Are there* is used with:

- a) plural nouns
- b) singular nouns

We answer \_\_\_\_\_ affirmative form.

We answer \_\_\_\_\_ negative form.



### Write

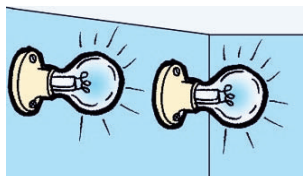
5. Order the words to form a question. Look at the images. Answer the questions.

*Ordena las palabras para formar una pregunta. Observa las imágenes. Responde las preguntas.*

a) there/ pictures/ on/ Are/ two/ the/ wall/?

\_\_\_\_\_

\_\_\_\_\_

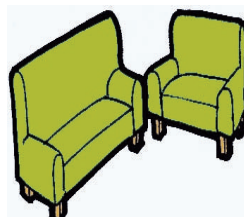




b) there/ two/ in/ Are/ sofas/ the/ living room/?

---

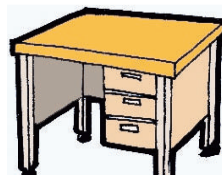
---



c) there/ desks/ in/ Are/ three/ the/ room/?

---

---



d) there/ eggs/ in/ Are/ a lot/ of/ the/ basket/?

---

---



e) there/ one/ in/ Is/ towel/ the/ bathroom/?

---

---



**Speak**



**Write**

6. Work in pairs. Make different questions to your partner about his home, use *is/are there?*

*Trabaja en parejas. Haz diferentes preguntas a tu compañero acerca de su hogar, usa is/are there?*

Example:

Are there 4 rooms in your house? Yes, there are.

a) \_\_\_\_\_ ? \_\_\_\_\_

b) \_\_\_\_\_ ? \_\_\_\_\_

c) \_\_\_\_\_ ? \_\_\_\_\_



- d) \_\_\_\_\_ ? \_\_\_\_\_  
e) \_\_\_\_\_ ? \_\_\_\_\_  
f) \_\_\_\_\_ ? \_\_\_\_\_

## Lesson 11

### This apartment is nicer



#### Read

1. Read the dialogue.

*Lee el diálogo.*

Silvia: Look at those advertisements. They announce apartments for rent.

Monica: Let's take a look in this catalogue.

Silvia: This red apartment is **nice**.

What do you think?

Monica: I don't like it. The white apartment is **nicer** than the red one.

Silvia: And what about the blue apartment?

Are there any **cheap** apartments?

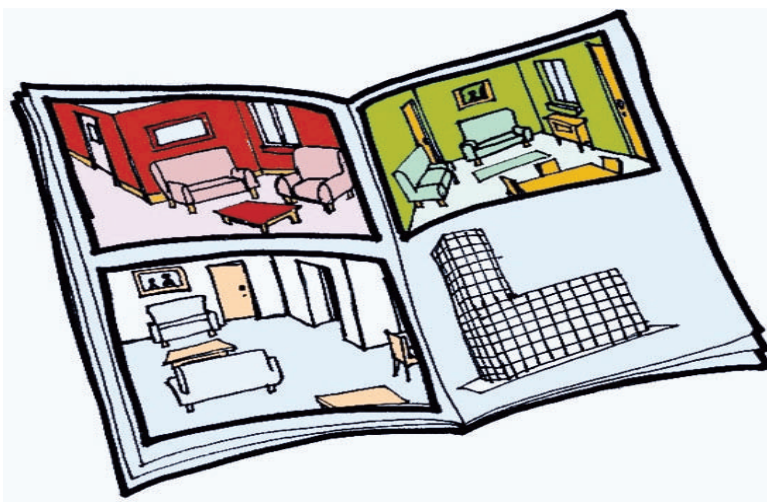
Monica: No, there aren't. They're expensive.

This green apartment is **cheaper** than the others.

Silvia: The red apartment is very **large**.

Monica: But the white one is **larger** than the red one.

Silvia: Well, let's continue looking for an apartment.







## Write

2. Answer the questions about the dialogue.

*Contesta las siguientes preguntas acerca del diálogo.*

- a) Which apartment is nicer? \_\_\_\_\_
- b) Is there a cheap apartment? \_\_\_\_\_
- c) Which apartment is expensive? \_\_\_\_\_
- d) Is the red apartment larger than the white one? \_\_\_\_\_
- e) Are Monica and Silvia going to rent an apartment? \_\_\_\_\_



## Think

3. Go back to the dialogue. Complete the information.

*Regresa al diálogo. Completa el enunciado.*

We use \_\_\_\_\_ ending to compare two or more objects.

- a) -est
- b) -er

Adjective + \_\_\_\_\_ = comparative form



## Write

4. Complete with the comparative form.

*Completa con la forma comparativa.*

*Example*      cold              colder

- a) small      \_\_\_\_\_
- b) cheap      \_\_\_\_\_
- c) old      \_\_\_\_\_
- d) new      \_\_\_\_\_
- e) nice      \_\_\_\_\_
- f) tall      \_\_\_\_\_
- g) short      \_\_\_\_\_



5. Make different sentences comparing two objects of the house. Use the adjectives.

*Elabora diferentes enunciados comparando dos objetos de la casa. Usa los adjetivos.*

Example:

This house is not very nice. I prefer nicer houses.

a) small \_\_\_\_\_

b) cheap \_\_\_\_\_

c) old \_\_\_\_\_

d) new \_\_\_\_\_

e) neat \_\_\_\_\_

f) light \_\_\_\_\_

## Lesson 12

**The Zaragoza Ave. apartment is bigger than the Hidalgo Ave. apartment**



**Read**

1. Answer the question.

*Contesta la pregunta.*

a) What's the address of the web page? \_\_\_\_\_

2. Read the dialogue.

*Lee el diálogo.*

Monica: What are you doing Silvia?

Silvia: I'm surfing in internet. I found a class ads page.

Monica: Let me see. Look the old house is **pretty**.

Silvia: I don't think so. The modern house is **prettier** than the old house

Monica: And what about the apartments?

Silvia: They're **big**.

Monica: Yes, the Zaragoza Ave. apartment is **bigger** than the Hidalgo Ave. apartment.






Backid - Conversation

http://www.classads.com

**ClassAds. All services!**

## CLASSIFIEDS

 <b>HOUSE FOR RENT</b> <b>\$\$\$</b>	 <b>HOUSE FOR SALE</b> <b>\$\$\$</b>	 <b>APARTMENTS</b> <b>\$\$\$FOR RENT</b>
(a) Fantastic old style house. 4 rooms, 3 bathrooms, dining room, living room. \$7,500 monthly Phone: 038-956-79 All the week.	(c) Modern house. 3 bedrooms, garden, living room, dining room. Excelent for a family Phone Luis 09-22-10-01	(e) 27 Hidalgo Avenue. 2 <b>bdrm</b> , 1 <b>bth</b> and a small kitchen with a stove. Excellent conditions. Call 21-45-67-90
(b) Practical house. 2bedrooms, dining room, kitchen. \$2000 monthly. Call 390-00-12 (mornings only).	(d) Big house. New. 3 bedrooms, 2 bathrooms, kitchen. Fully facility. Call 048-123-340	(f) Zaragoza Street. 4 bdrm, a garage, 2 bth. A big kitchen.Excellent for a big family. Call 1123984

Último mensaje recibido el a las

Enviar



### Write

#### 3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

- a) The old style house is bigger than the practical . \_\_\_\_\_
- b) The practical house is more expensive than the old house. \_\_\_\_\_
- c) The modern house isn't new. \_\_\_\_\_
- d) There are 3 bedrooms in the new house. \_\_\_\_\_
- e) There is an oven in the kitchen of Zaragoza apartment \_\_\_\_\_
- f) There is a small kitchen in the Hidalgo Ave. apartment \_\_\_\_\_





## Think

4. Go back to the text. Choose the answer that corresponds.

*Regresa al diálogo. Elige la respuesta que corresponde.*

For adjectives of one syllable which end consonant – vowel – consonant, for example: big - bigger, we:

- a) add –er ending
- b) double the consonant, add –er and \_\_\_\_\_ is added.

For adjectives which end in –y, for example: pretty – prettier, we:

- a) change the –y to –i and add –er
- b) double the consonant

Comparatives are used to compare two things. In sentences that compare we use \_\_\_\_\_.

- a) then
- b) than



## Write

5. Write the comparative form to the adjectives.

*Escribe la forma comparativa de los adjetivos.*

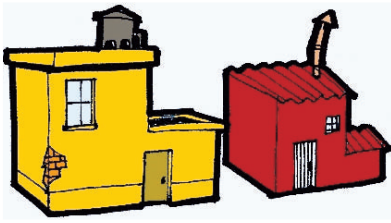
- |          |       |            |       |
|----------|-------|------------|-------|
| a) fat   | _____ | h) healthy | _____ |
| b) heavy | _____ | i) short   | _____ |
| c) clean | _____ | j) small   | _____ |
| d) dirty | _____ | k) happy   | _____ |
| e) thin  | _____ | l) hot     | _____ |
| f) early | _____ | m) easy    | _____ |
| g) big   | _____ | n) big     | _____ |

6. Look at the images and write comparative sentences to describe them.

*Observa las imágenes y escribe enunciados comparativos para describirlas.*



(ugly)



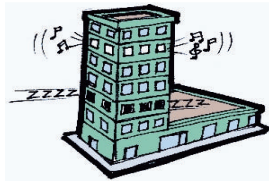
1) \_\_\_\_\_

(pretty)



2) \_\_\_\_\_

(noisy)



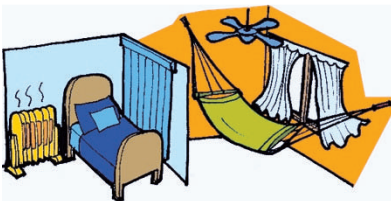
3) \_\_\_\_\_

(big)



4) \_\_\_\_\_

(hot)



5) \_\_\_\_\_



## Lesson 13

### The white sofa is more expensive



#### Read

1. Complete the information.  
*Completa la información.*

The <b>Bright Sun</b> newspaper.	
Application form	
Name:	_____
Address:	_____
City:	_____ State: _____
Zip code:	_____ Phone number: _____
House/ apartment:	_____
For sell/ rent:	_____
Characteristics:	_____
	_____

2. Read the dialogue.  
*Lee el diálogo.*

Monica: I love this sofa!

Silvia: Which one, the white one or the green one?

Monica: The white sofa is more original than the green one.

Silvia: The white sofa is more original and cool.

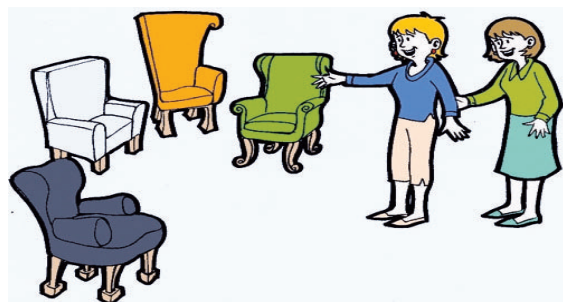
Monica: And what about the orange sofa?

Silvia: The orange one is more fashionable than the black sofa.

Monica: But the black is more comfortable than the orange.

Silvia: Why don't you try them?

Monica: You're right. The black sofa is more comfortable!







### Write

3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

Monica and Silvia are in a shopping mall.

The white sofa is original.

The green sofa is ugly.

The orange sofa is more fashionable.

The black sofa is uncomfortable

Monica and Silvia liked the black sofa.

---



---



---



---



---



---



### Think

4. Go back to the text. Look at the underlined words. Choose the answer that corresponds.

*Regresa al diálogo. Observa las palabras subrayadas. Elige la respuesta que corresponde.*

For adjectives of two or more syllables and that does not end in y, we:

c) add -er ending

d) use more before the adjective and \_\_\_\_\_ is added.

Comparatives are used to compare two things. In sentences that compare we use \_\_\_\_\_.

c) then

d) than



### Write

5. Write the comparative form to the adjectives.

*Escribe la forma comparativa de los adjetivos.*

a) (expensive)

---



b) (attractive)

---

c) (modern)

---

d) (beautiful)

---

e) (interesting)

---

f) (comfortable)

---



**Speak**



**Write**

6. Work in pairs. Use a newspaper. Find the classified advertisements section. Compare different advertisements. Use *more... than*. Write your comparisons. Share your answers with your partner.

*Trabaja en parejas. Usa un periódico. Encuentra la sección de anuncios clasificados. Compara los diferentes anuncios. Usa more... than. Escribe tus comparaciones. Comparte tus respuestas con tu compañero.*

---

---

---

---

---

---



## Lesson 14

### Mini Check



### Read

1. Complete the information.  
*Completa la información.*

The \_\_\_\_\_ is where we can find classified advertisements.

2. Read the advertisement.  
*Lee el anuncio.*

### **Puebla Oaks**

Property Management

4561 E. Main St., Columbia

**AFFORDABLE COLUMBIA HOME.... \$850**

1 Bdrm, 1 bth, w/stove, water & trash paid, garage, laundry room.

**PET FRIENDLY W/HUGE YARD! ... \$1895**

Refurnished, 3Bdrm, 2 bth, stove, 2 car garae

**REMODELED APARTMENT ..... \$1150**

2 Bdrm, 1 bth, w/stove, laundry room, dshwshr

**FURNISHED APARTMENT ..... \$1095**

1 Bdrm, 1 bth w/ stove, near downtown, window coverings

**543 1852**

**For more listings visit:**

**[www.pueblaoaks.com](http://www.pueblaoaks.com)**





### Write

3. Answer the questions about the advertisement.

*Responde las preguntas acerca del anuncio.*

Is there a telephone number? Write it \_\_\_\_\_

Is there a web page? Which one? \_\_\_\_\_

Are there houses for rent? \_\_\_\_\_

Are there apartments for rent? \_\_\_\_\_

How many rooms does the Columbia house have? \_\_\_\_\_

Which one did you like most? \_\_\_\_\_



### Think

4. Write the abbreviations to the following words.

*Escribe las abreviaturas de las siguientes palabras.*

a) bedroom \_\_\_\_\_

b) bathroom \_\_\_\_\_

c) dishwasher \_\_\_\_\_



### Write

5. Complete the chart with true information about your classmates.

*Completa la tabla con información de tus compañeros.*

Name	Lives in	How many rooms are in his home?	Which is his favorite room in his home?	Is there a place where he wants to live?



## Lesson 15

### Project: Classified advertisements. Part one



#### Read

1. A project work helps the students to build up their English vocabulary. It has all the words they can use outside the classroom.

*Un proyecto de trabajo sirve para que los estudiantes construyan un vocabulario en inglés. Éste debe ayudar a recopilar palabras que se usan fuera del salón de clases.*

2. A project work is used to describe activities done in the classroom. The students use their general knowledge and information to do something and to present it to the class.

*Un proyecto es utilizado para describir actividades hechas dentro del salón de clases, en el cual se invita al estudiante a usar sus conocimientos e información para hacer algo y presentarlo frente a la clase.*

3. Discuss with your classmates about the information you are going to include in your brochures and advertisements.

*Discute con tus compañeros acerca de la información que van a incluir en sus trípticos y anuncios.*

4. Work in pairs. Choose an animal you like.

*Trabaja en parejas. Elige un animal que te guste.*

5. Look at the table.

*Observa la tabla.*

• Catalogue (accommodation)	Houses or apartments offered for accommodation
• Brochure (rent/buy house)	Houses or apartments offered for rent or in sell
• Brochure (rent/buy apartment)	Why don't you stay in these houses or apartments?
• Advertisement (rent/buy houses and apartments)	Why don't you buy/ rent these houses or apartments?

6. Look at a newspaper the classified advertisements.

*Observa en un periódico la sección de anuncios clasificados.*

7. Gather information about houses and apartments you choose.

*Recopila información acerca del animal que elegiste.*



8. Use your creativity. Imagine you are really going to rent or sell an apartment or house.

*Usa tu creatividad. Imagina que en realidad vas a rentar o vender un departamento o una casa.*

## Lesson 16

### Project: Classified advertisements. Part two



#### Read

Make a catalogue (accommodation).

*Elabora un catálogo (alojamiento).*

#### 1. Prewriting.

*Antes de escribir.*

- Gather specific details.

#### 2. Writing.

*Escribiendo.*

- Get a sheet of paper or construction paper.
- Design a lay out.
- Organize your information.
- Complete the lay out with the information you gathered.
- Use persuasive arguments.
- Write the most information; try to be short and specific.
- Think about an illustration and make a lay out of it.



Location	
Parts of the house	
Size	
Price	
Characteristics of accommodation	
Telephone number	
Web page	

### 3. Checking. *Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the information you include is important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

### 4. Publishing. *Publicando.*

- Get pens or pencils of different colors and construction paper.
- Make a picture of the house or apartment you are offering.
- Be creative when you illustrate your catalogue.
- Use different materials for example recyclable.



## Lesson 17

### Project: Classified advertisements. Part three



#### Read

Make a brochure (rent/buy house).  
*Produciendo un tríptico (alojamiento).*

#### 1. Prewriting.

*Antes de escribir.*

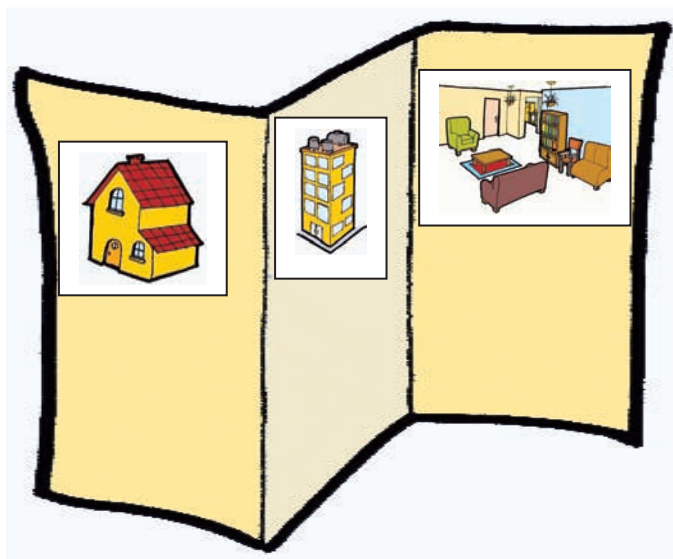
- Gather specific details.

#### 2. Writing.

*Escribiendo.*



- Get a sheet of paper.
- Divide the sheet in three parts of the same size.
- Fold the sheet.
- Write specific details (example: **Comfortable**- 1 bedroom, 1 bathroom).
- Mark with **bold**, underlined, etc. the important words.
- Illustrate your brochure.





3. Checking.  
*Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the details are important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

4. Publishing.  
*Publicando.*

- Glue or draw the images of the house on the folded sheet
- Share your brochure with your classmate (you can photo copy your brochure and distribute it in your school).
- Illustrate the brochure.
- Paste the brochure on the windows or in the bulletin board.

## Lesson 18

### Project: Classified advertisements. Part four



#### Read

Make a brochure (rent/buy apartments).  
*Produciendo un tríptico (alojamiento).*

1. Prewriting.

*Antes de escribir.*

- Gather specific details.

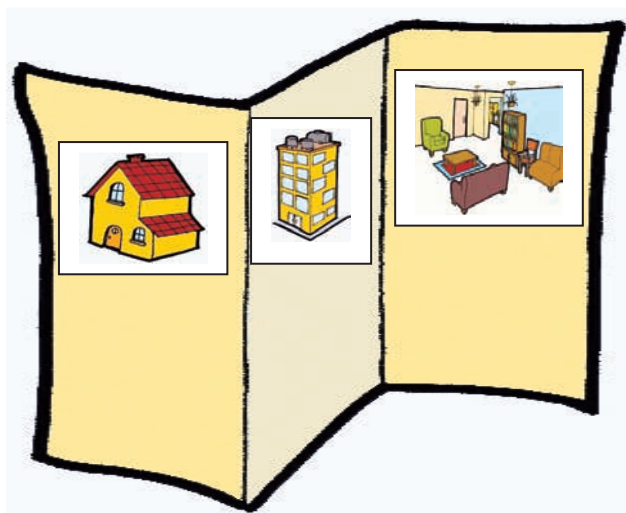
2. Writing.

*Escribiendo.*



- Get a sheet of paper.
- Divide the sheet in three parts of the same size.
- Fold the sheet.
- Write specific details (example: **Newly remodeled**- with wood floors and very modern style).
- Mark with **bold**, underlined, etc. the important words.
- Illustrate your brochure.





### 3. Checking. *Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the details are important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

### 4. Publishing. *Publicando.*

- Glue or draw the images of the apartment on the folded sheet
- Share your brochure with your classmate (you can photo copy your brochure and distribute it in your school).
- Illustrate the brochure.
- Paste the brochure on the windows or in the bulletin board.

## Lesson 19

### Project: Classified advertisements. Part five



#### Read

Make an advertisement (rent/buy).  
*Elabora un anuncio (renta/compra).*



1. Prewriting.

*Antes de escribir.*

- Gather specific details.

2. Writing.

*Escribiendo.*

- Get a sheet of paper or construction paper.
- Design a lay out.
- Complete the lay out with the information you gathered.
- Use persuasive arguments.
- Write the most information; try to be short and specific.
- Think about an illustration and make a lay out of it.

Location	
Parts of the house	
Characteristics of accommodation	
Telephone number	
Web page	

3. Checking.

*Revisando.*

- Read your draft to your partner.
- Let your partner read the draft.
  - To verify the information you include is important.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.

4. Publishing.

*Publicando.*

- Get pens or pencils of different colors and construction paper.
- Make a picture of the house or apartment you are offering.
- Be creative to illustrate your advertisement.
- Use different materials for example recyclable.



## Lesson 20

### Review. Part one



#### Write

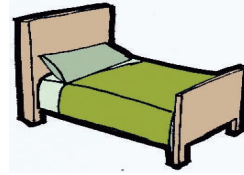
1. Choose the answer that corresponds.  
*Elige la respuesta que corresponda.*
  1. Where do you usually cook meals?
    - a) in the bathroom
    - b) in the kitchen
  2. Where do you usually have dinner?
    - a) in the dining room
    - b) in the yard
  3. Where do you usually keep your clothes?
    - a) in the living room
    - b) in the closet
  4. Where do you usually take a shower?
    - a) in the bathroom
    - b) in the garage
  5. Where do you usually watch T.V. and sit on the sofa?
    - a) in the living room
    - b) in the bedroom
  6. Where do you usually water the grass and flowers?
    - a) in the garden
    - b) in the bedroom
  7. Where do you usually keep your food fresh?
    - a) in the oven
    - b) in the refrigerator
  8. Where do you usually sleep?
    - a) in the bedroom
    - b) in the bathroom



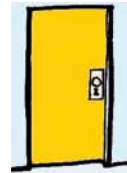
2. Look at the images. Order the letters to form a word.

*Observa las imágenes. Ordena las letras para formar una palabra.*

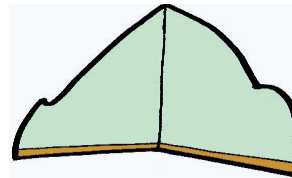
1. deb      \_\_\_\_\_



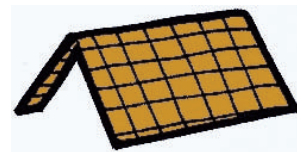
2. rodo      \_\_\_\_\_



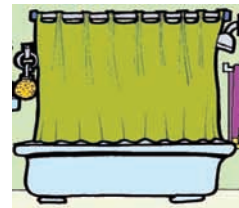
3. lawl      \_\_\_\_\_



4. orof      \_\_\_\_\_



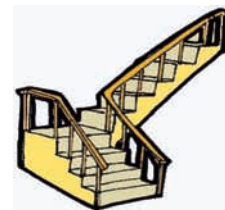
5. hatb      \_\_\_\_\_



6. wndiwo      \_\_\_\_\_



7. itsar      \_\_\_\_\_



8. cutpeir      \_\_\_\_\_





3. Match the columns.

*Relaciona las columnas*

The car is in the	house
You take a shower in the	garage
You live in a	garden
You sleep in the	bathroom
People plant flowers in the	bedroom

4. Order the words to form a sentence.

*Ordena las palabras para formar una oración.*

a) in/ the/ bedrooms/ two/ are/ There/ house/.

---

b) small / There/ kitchen/ is / a/.

---

c) sofa/ living/ in/ green/ is/ room/ a/ There/ the/.

---

d) many/ are/ drawers/ in/ closet/ the/ There/.

---

e) refrigerator/ the/ in/ water/ any/ There/ isn't/.

---

f) books/There/ three/ on/ are/ shelf/ the/.

---



5. Use the sentences you did in exercise four and make negative statements.  
*Usa los enunciados que hiciste en el ejercicio cuatro y hazlos negativos.*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

## Lesson 21

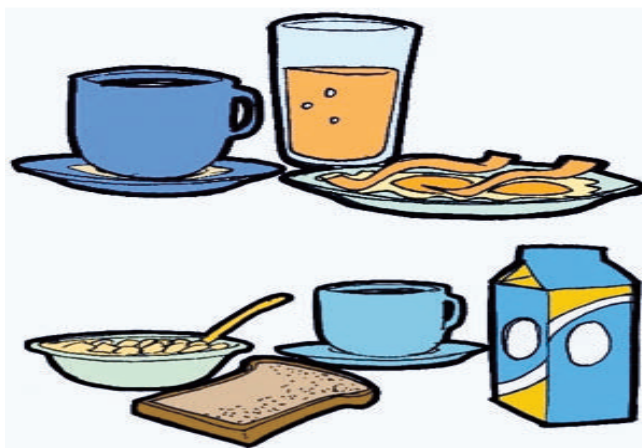
### Review. Part two



**Write**

1. Write on the lines the description of the pictures. Use *there is/ there are*.  
*Escribe sobre las líneas la descripción de las imágenes. Usa there is/ there are.*

1) Breakfast



---

---

---



2) Lunch



---

---

---

3) Dinner



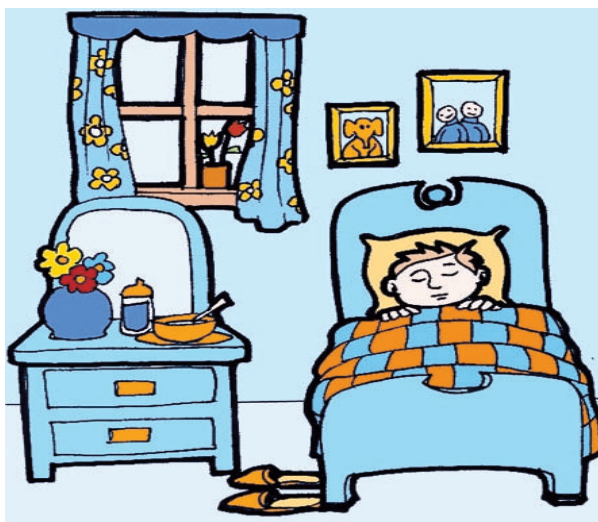
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---



2. Check the option that corresponds.  
*Pon una marca en la opción que corresponde.*



	TRUE	FALSE
There is a rainbow behind the window.		
There are three pictures on the wall.		
There is a hot soup on the bed.		
There isn't a curtain in the window.		
There is a chest next to the bed.		
There are some flowers on the chest.		
There is a boy in the bed.		

3. Order the words to form a question. Answer the questions.  
*Ordena las palabras para formar una pregunta. Responde las preguntas.*

kitchen/ there/ a/ Is/ bed/ in/ ?

Is there a bed in the kitchen?

No, there isn't.

eggs/ the/ basket/ there/ some/ Are/ in/ ?

---



---



bathroom/ in/ Is/ shower/ the/ there/ a/?

---

---

on/ some/ Are/ shelf/ the / there/ books/?

---

---

table/ lamp/ on/ Is/ a/ there / ? / the

---

---

kitchen/ Are/ pictures/ there/ the/ in/?

---

---

4. Answer the questions with your information.  
*Responde las preguntas con tu información.*

Where is the living room?

---

Where is the bathroom?

---

Where is the kitchen?

---

Where is the garden?

---

Where are the stairs?

---



5. Choose the answer that corresponds.

*Elige la respuesta que corresponde.*

big

a)biger b)bigger c)more big

expensive

a)expensiver b)expensiveer c)more expensive

tall

a)taller b)taler c)more tall

pretty

a)prettyer b)prettier c)more pretty

silly

a)sillyer b)sillier c)more silly

intelligent

a)intelligenter b)intelligentier c)more intelligent

good

a)gooder b)better c)more good

bad

a)badder b)worse c)more bad

slow

a)slower b)slowwer c)more slow

little

a)littler b)less c)more little

fast(adjective)

a)faster b)fastlier c)more fast

short

a)shorter b)shortier c)more short

happy

a)happyer b)happier c)more happy

beautiful

a)beautifuler b)beautifuller c)more beautiful



## Answer key/ Respuestas

### Lesson 7: Mini Check

Page/ página 262

4.

Prepositions	There (singular)	There (plural)	Negative statements
Next to	There's x 3	There are	There aren't
In front of	There is		
Under			
On			
Near			

Page/ página 263

5.

In my bedroom, there is my bed in the corner of the room. There are some books on the shelf. There is a night table next to the bed and there's a lamp on it. There's a chest of drawers under the window. There's an armchair next to the door. There's a rug on the floor, between the closet and the bed.

### Lesson 20: Review. Part one

Page/ página 291

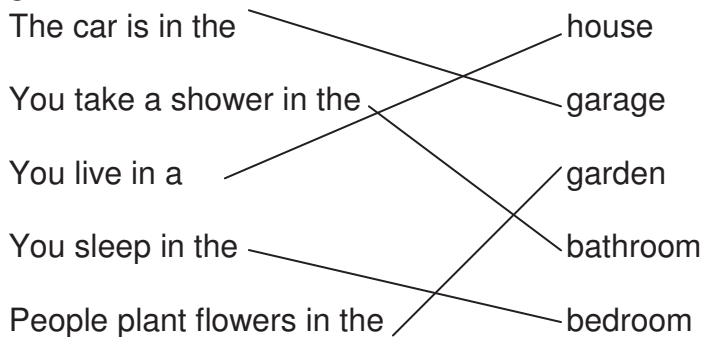
1. Where do you usually cook meals?  
b) in the kitchen
2. Where do you usually have dinner?  
a) in the dining room
3. Where do you usually keep your clothes?  
b) in the closet
4. Where do you usually take a shower?  
a) in the bathroom
5. Where do you usually watch T.V. and sit on the sofa?  
a) in the living room
6. Where do you usually water the grass and flowers?  
a) in the garden
7. Where do you usually keep your food fresh?  
b) in the refrigerator
8. Where do you usually sleep?  
a) in the bedroom



2.

1. bed
2. door
3. wall
4. roof
5. bath
6. window
7. stairs
8. picture

3.

The car is in the  house  
You take a shower in the garage  
You live in a garden  
You sleep in the bathroom  
People plant flowers in the bedroom

4.

in/ the/ bedrooms/ two/ are/ There/ house/.  
There are two bedrooms.

small / There/ kitchen/ is / a/.  
There is a small kitchen.

sofa/ living/ in/ green/ is/ room/ a/ There/ the/.  
There is a green sofa in the living room.

many/ are/ drawers/ in/ closet/ the/ There/.  
There are many drawers in the closet.

refrigerator/ the/ in/ water/ any/ There/ isn't/.  
There is any water in the refrigerator.

books/There/ three/ on/ are/ shelf/ the/.  
There are three books on the shelf.



- 5.
- a) There aren't two bedrooms.
  - b) There isn't a small kitchen.
  - c) There isn't a green sofa in the living room.
  - d) There aren't many drawers in the closet.
  - e) There isn't any water in the refrigerator.
  - f) There aren't three books on the shelf.

**Review. Part two**  
**Lesson 21**

Pages / páginas 294-295

- 1.
- 1) Breakfast  
There is a cup of coffee, there is a glass of juice, there are two eggs in the plate, there are two pieces of bacon on the eggs.  
There is a plate of cereal, there is a bottle of milk.
- 2) Lunch  
There is a can of cola, there are some french fries, there is a hamburger, there is a hot dog.
- 3) Dinner  
There is a glass of water, there is a piece of bread, there are some vegetables on the plate.

Page/ página 296

2.

	TRUE	FALSE
There is a rainbow behind the window.	X	
There are three pictures on the wall.	X	
There is a hot soup on the bed.	X	
There isn't a curtain in the window.		X
There is a chest next to the bed.		X
There are some flowers on the chest.		X
There is a boy in the bed.	X	



3.

eggs/ the/ basket/ there/ some/ Are/ in/ ?

Are there some eggs in the basket?

Yes, there are.

bathroom/ in/ Is/ shower/ the/ there/ a/?

Is there a shower in the bathroom?

Yes, there is.

on/ some/ Are/ shelf/ the/ there/ books/?

Are there pictures in the kitchen?

No, there aren't.

table/ lamp/ on/ Is/ a/ there/? / there

Is there a lamp on the table?

Yes, there is.

kitchen/ Are/ pictures/ there/ the/ in / ?

Are there pictures in the kitchen?

No, there aren't.

big b)bigger

expensive c)more expensive

tall a)taller

pretty b)prettier

intelligent c)more intelligent

good b)better

bad b)worse

slow c) slower

little b)less

fast(adjective) a)faster

short a)shorter

happy b)happier

beautiful c)more beautiful



## Materiales de apoyo

Temas	Material sugerido
Puedes consultar estas páginas a lo largo de toda la unidad 2.	<ul style="list-style-type: none"><li>• <a href="http://www.health.discovery.com">www.health.discovery.com</a></li><li>• Programa enciclomedia para telesecundaria.</li></ul>

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# INGLÉS II

## Unit 5

Past time/Tiempo pasado







# Unit 5

## Past times/*tiempo pasado*

### Purpose/*Propósito*

El propósito de esta unidad es capacitar a los estudiantes para describir hechos pasados en su vida y en la de otros.

### Topics / *Temas*

Lesson 1	A new student
Lesson 2	I visited my grandmother
Lesson 3	When I was a child
Lesson 4	Could you read well when you were ten?
Lesson 5	I couldn't use a computer
Lesson 6	Mini Check
Lesson 7	We visited Veracruz
Lesson 8	We visited the zoo
Lesson 9	The legend of two volcanoes
Lesson 10	My diary
Lesson 11	Last weekend I went to the movies
Lesson 12	Project: Making an entertainment magazine. Part one
Lesson 13	Project: Making an entertainment magazine. Part two
Lesson 14	Project: Making an entertainment magazine. Part three
Lesson 15	I didn't clean my bedroom
Lesson 16	Did you study for the math exam?
Lesson 17	Did you iron your uniform?
Lesson 18	Mini Check
Lesson 19	Read about an important person
Lesson 20	Where did you go last weekend?
Lesson 21	Who was the last Aztec emperor?
Lesson 22	Tlaloc, the rain god
Lesson 23	Project: Making a book of tales. Part one
Lesson 24	Project: Making a book of tales. Part two
Lesson 25	Project: Making a book of tales. Part three
Lesson 26	Project: Making a book of tales. Part four
Lesson 27	Project: Making a book of tales. Part five
Lesson 28	Project: Making a book of tales. Part six
Lesson 29	Review
Lesson 30	Review
30 sessions, 10 weeks / 30 sesiones, 10 semanas	



## Lesson 1

### A new student



Read

1. Underline the corresponding answer.  
*Subraya la respuesta correspondiente.*

A) Which is the capital of Michoacan?

- a) Toluca                                  b) Morelia                                  c) Morelos

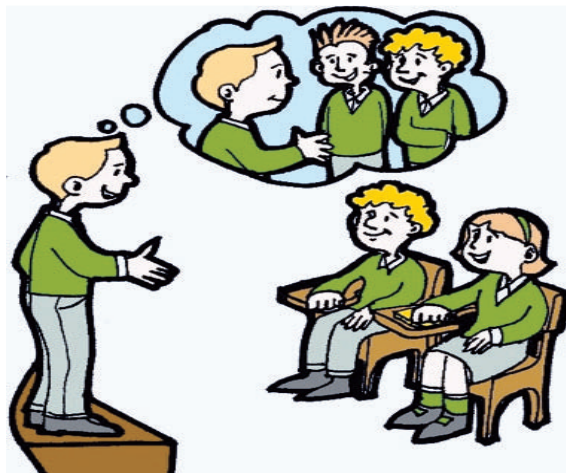
2. Read the information.  
*Lee la información.*

Teacher: Boys and girls, this is Pablo your new classmate.

Students: Nice to meet you.

Teacher: Pablo, please introduce you.

Pablo: Hello I'm Pablo. I'm thirteen years old. I was studying at Secondary Miguel Hidalgo in Michoacan. I lived there with my family but we moved to Mexico City two weeks ago because my father got a new job. I liked living in Michoacan because I had many friends. Here I have a friend named Monica, I met her by internet. We wrote e-mails to me almost everyday and she told me about your City.







### Write

3. Answer the questions.  
*Contesta las preguntas.*

- a) Where is Pablo from? \_\_\_\_\_
- b) How old is he? \_\_\_\_\_
- c) What's his friend's name in Mexico City? \_\_\_\_\_
- d) How did he meet her? \_\_\_\_\_
- e) Where did Pablo study in Michoacan? \_\_\_\_\_



### Think

4. Complete the sentence with the corresponding expression.  
*Completa el enunciado con la expresión correspondiente.*

A) Pablo is talking about \_\_\_\_\_.

- a) present events                      b) future events                      c) past events

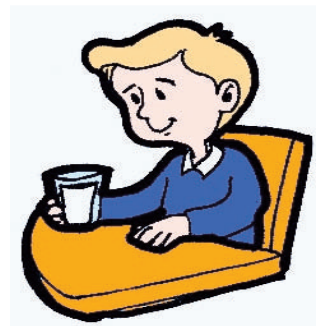


### Write

5. Match the sentences with the illustrations.  
*Relaciona los enunciados con las ilustraciones.*

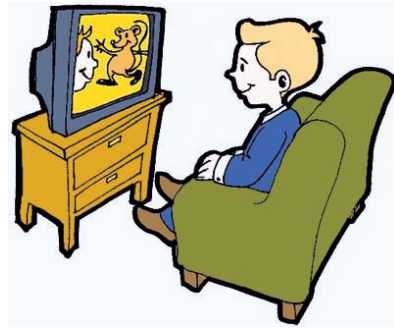
When Pablo was six years old he:

- a) studied at elementary school.
- b) liked cartoons.
- c) went to bed early.
- d) learned to read and write.
- e) drank a lot of milk.



\_\_\_\_\_





6. Write ☒ next to the activities you did when you were a child and complete the text about when you were a child.

*Escribe ☒ junto a las actividades que hacías cuando eras niño y completa el texto acerca de cuando eras niño.*

- ☐ I played with dolls.
- ☐ I liked candies a lot.
- ☐ I played with cars.
- ☐ I drank chocolate milk shakes.
- ☐ my mother told me tales.
- ☐ my father took me to school.
- ☐ my favorite T.V program was the news.
- ☐ I learned to speak English.
- ☐ I had a pet.
- ☐ I took French classes.

#### Vocabulary

Pet – mascota  
 Doll – muñeca  
 The news – las noticias  
 Milk shake –  
 licuado, malteada



When I was a child \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 2

### I visited my grandmother



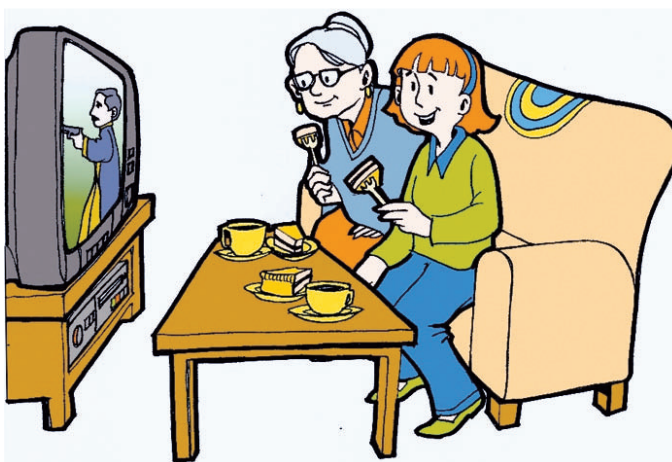
#### Read

1. Underline the corresponding answer.  
*Subraya la respuesta correspondiente.*

A) Who did Paty visit yesterday?

- a) Her mother.
- b) Her friend.
- c) Her grandmother.

2. Read the dialogue.  
*Lee el diálogo.*



Pablo: Hi, Paty. I phoned you yesterday but nobody answered.

Paty: Oh, really? My parents were at office and I visited my grandmother. It was her birthday.

Pablo: What did you do?

Paty: First, we ate in a little restaurant near her house. She often ate there with Grandpa. Then, we visited a bakery and bought a chocolate cake. Then, went back home. After that, we drank coffee and ate cake. Also we watched a romantic movie. Finally, we looked at old photos about when she and Grandpa got married. She remembered happy moments. We had a lot of fun.

Pablo: Did you get home late?



Paty: Yes, I did. My parents arrived to grandma's home at nine and we still had dinner, then we came back home two hours later.



**Write**

3. Answer the questions.  
*Contesta las preguntas.*

- a) What did Paty do yesterday? \_\_\_\_\_
- b) What did Paty and her grandmother do first? \_\_\_\_\_
- c) Write other activities that Paty and her grandmother did. \_\_\_\_\_
- d) What time did Paty and her parents come back home? \_\_\_\_\_
- e) What kind of movie did Paty and her grandmother watch? \_\_\_\_\_



**Think**

4. Underline the corresponding answer.  
*Subraya la respuesta correspondiente.*

This tense indicates actions or situations that started and finished at a certain moment in the past.

- a) present simple tense      b) past simple tense      c) future tense



**Write**

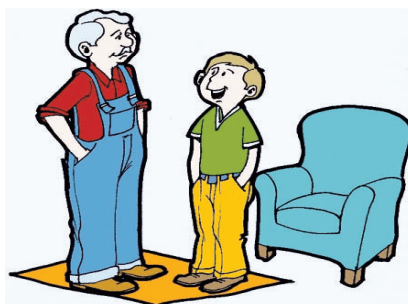
5. Match the sentence with the illustration.  
*Relaciona el enunciado con la ilustración.*

- a) Finally, Mike and his grandfather had dinner at a restaurant.
- b) Mike got up at eight o'clock.
- c) They went to the stadium to watch a soccer game.
- d) After that, he went to his grandfather's house.
- e) Then, he had breakfast with his family.
- f) First, he took a shower.

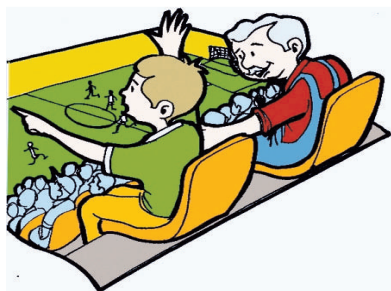




\_\_\_\_\_



\_\_\_\_\_



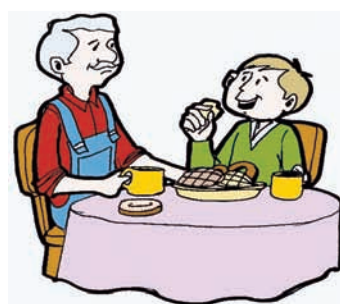
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

6. Order the sentences to write the story.  
*Ordena las oraciones para escribir la historia.*

---



---



---



---



---



---



## Lesson 3

### When I was a child



#### Read

1. Underline the corresponding option.  
*Subraya la opción correspondiente.*

Pablo and his grandfather are talking about:

- a) movies                      b) music                      c) sports

2. Read the conversation.  
*Lee la conversación.*

Pablo: What are you doing grandfather?

Grandfather: I'm looking my album about when I was young.

Pablo: Show me.

Grandfather: Look, in this photo I was riding my bike. In this another one I was in a swimming competition. I **could** swim very well and I won the first place.

Pablo: Did you like sports?

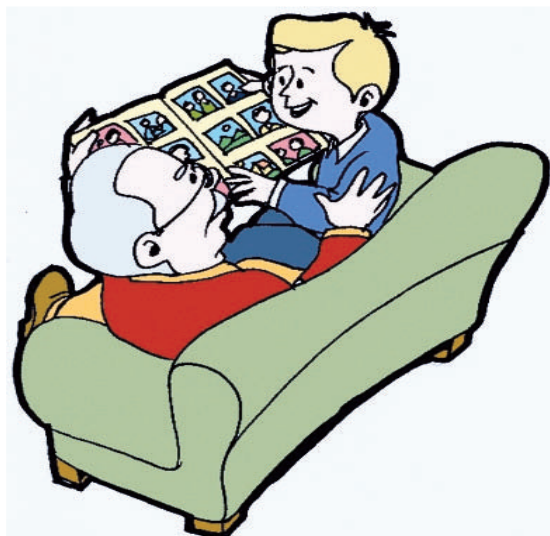
Grandfather: Yes, I loved them. I **could** play basketball for long hours. Also I **could** run long distances.

Pablo: Was there an activity you **couldn't** do?

Grandfather: Yes, there was. I **couldn't** play soccer but I liked a lot.

Pablo: I can teach you to play soccer if you teach me to play basketball.  
What do you think?

Grandfather: That's an excellent idea.







### Write

3. Answer the questions.  
*Contesta las preguntas.*

- What is Pablo's grandfather doing? \_\_\_\_\_
- Write the sports that Pablo's grandfather practiced? \_\_\_\_\_
- Which sport did Pablo's grandfather win the first place in? \_\_\_\_\_
- What was the sport Pablo's grandfather couldn't play? \_\_\_\_\_
- What was Pablo's idea to learn to play basketball? \_\_\_\_\_



### Think

4. Complete the chart with words in **bold** in the dialogue.  
*Completa el cuadro con las palabras en **negritas** del diálogo.*

- This word indicates past ability and has a regular form for all persons.

Affirmative	Negative

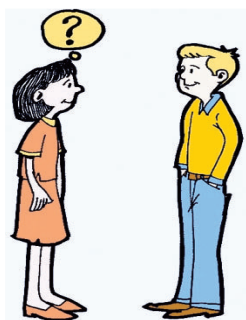


### Write

5. Write on the line the letter that corresponds to each image.  
*Escribe sobre la línea la letra que corresponde a cada imagen.*

- When I was younger, I could run very fast.
- She could jump the string when she was a child.
- He couldn't drive a car when he was fourteen.
- She couldn't speak English when she went to England for the first time.
- Two years ago, the students couldn't read an article in English.





6. Write ☒ next to the activities you could and couldn't do when you were a child. Then write a paragraph.

*Escribe ☒ junto a las actividades que podías y no podías hacer cuando eras niño. Después escribe un párrafo.*

- ☐ You couldn't swim.
- ☐ You could run very fast.
- ☐ You could read very well.
- ☐ You couldn't understand something in English.
- ☐ You couldn't speak in English.
- ☐ You could play soccer very well.



When I was a child I could \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 4

Could you read well when you were ten?



Read

1. Choose the corresponding option and complete the sentence.

*Elige la opción correspondiente y completa el enunciado.*

A) The information in exercise two is \_\_\_\_\_.

a) an e-mail

b) a biography

c) a legend

2. Read the information.

*Lee la información.*

Pablo's mother: Hi Pablo. How was your day at school?

Pablo: It was so interesting. I learned about Helen Keller.

Helen Keller



Helen Keller was born in 1860 in Alabama, in the United States. Her story is so interesting because she was a different woman. When she was only 19 months old, she got very sick and she became blind and deaf. She stopped talking because she **couldn't** see or hear. Her parents were worried so they looked for a teacher when Helen was seven years old. Helen's teacher was Anne Sullivan. She taught Helen to speak using words and sign language. Helen learned so much with her teacher. Helen gave many conferences and wrote books about her life and experiences. Although she couldn't see or hear she **could** learn.





### Write

3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

- a) Helen Keller was 19 years when she got sick. \_\_\_\_\_
- b) Anne Sullivan was Helen's mother. \_\_\_\_\_
- c) Helen Keller was from the United States. \_\_\_\_\_
- d) Helen couldn't see or hear. \_\_\_\_\_
- e) Helen could communicate with a sign language. \_\_\_\_\_



### Think

4. Complete the answers with words in **bold** in the text.

*Completa las respuestas con las palabras en **negritas** en el texto.*

- a) Could you read well when you were ten? Yes, I \_\_\_\_\_
- b) Could you solve math problems when you were four? No, I \_\_\_\_\_
- c) Could Helen see or hear when she was three? \_\_\_\_\_, she \_\_\_\_\_
- d) Could Helen learn to speak using words and a sign language? \_\_\_\_\_



### Write

5. Read the text again and write the past tense of the verbs.

*Lee el texto otra vez y escribe el tiempo pasado de los verbos.*

- |                 |                |
|-----------------|----------------|
| a) can _____    | e) stop _____  |
| b) write _____  | f) teach _____ |
| c) get _____    | g) give _____  |
| d) become _____ | h) learn _____ |

6. Answer the questions about you when you were ten years old.

*Contesta las preguntas acerca de ti cuando tenías diez años.*

- a) Could you count to a hundred? \_\_\_\_\_
- b) Could you solve math problems? \_\_\_\_\_
- c) Could you remember dates in history? \_\_\_\_\_
- d) Could you read well? \_\_\_\_\_
- e) Could you use a computer? \_\_\_\_\_
- f) Could you ride a horse? \_\_\_\_\_



## Lesson 5

### I couldn't use a computer



#### Read

1. With information from last class in exercise six complete the text about you and illustrate it.

*Con la información de la clase anterior del ejercicio seis completa el texto acerca de ti e ilústralo.*

When I was ten years old I could \_\_\_\_\_

But I couldn't \_\_\_\_\_

2. Interview two classmates, a girl and a boy, about when they were in first grade at secondary school.

*Entrevista a dos compañeros, un alumno y una alumna, acerca de cuando estaban en primer grado de secundaria.*

Questions	Girl	Boy
a) What's your name?		
b) Could you speak in English?		
c) Could you solve math problems?		
d) Could you remember dates in history?		
e) Could you read well?		
f) Could you use a computer?		
g) Could you ride a horse?		
h) Could you play basketball well?		
i) Could you understand chemistry classes?		
j) Could you express your ideas in class?		



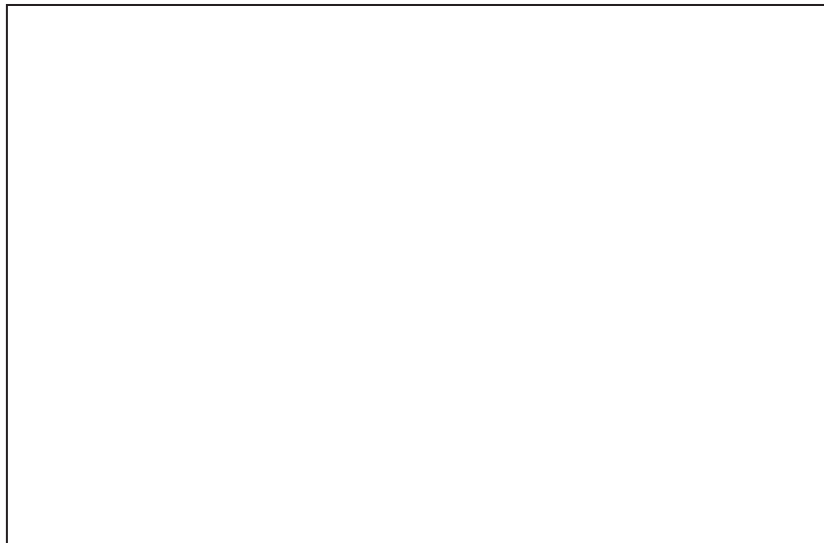


## Write

3. With the information write a text about her and him and illustrate it.

*Con la información escribe un texto acerca de ella y él e ilústralo.*

When \_\_\_\_\_ was in first grade she could \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ but she  
couldn't \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



When \_\_\_\_\_ was in first grade he could \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ but he  
couldn't \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





### Think

4. Answer the questions.  
*Contesta las preguntas.*

- a) How do you ask for ability in past? \_\_\_\_\_  
b) How do you answer? \_\_\_\_\_



### Write

5. Notice the difference. Write ☒ to the corresponding tense for each sentence.  
*Nota la diferencia. Escribe ☒ en el tiempo correspondiente para cada enunciado.*

Sentence	Past tense	Present tense
a) Juan couldn't read fast when he was nine.		
b) Maria can speak English.		
c) I could solve math problems.		
d) They can use the computer.		



## Lesson 6

### Mini Check



### Read

1. Match the famous people with their abilities.

*Relaciona a las personas famosas con sus habilidades.*

- \_\_\_\_\_ She could compose poetry.
- \_\_\_\_\_ He could play the piano.
- \_\_\_\_\_ He could understand complicated scientific processes.
- \_\_\_\_\_ He could paint amazing murals.

- a) Diego Rivera
- b) Sor Juana Inés de la Cruz.
- c) Wolfgang Amadeus Mozart
- d) Albert Einstein.

2. Read the dialogue.

*Lee el diálogo.*

Paty: Pablo do you know that Mozart **could** play the piano and compose music when he was six.

Pablo: Really? He was an intelligent boy.

Paty: Do you know David Copperfield?

Pablo: Yes, of course. I admire him. What about him?

Paty: Well, he **could** do magic when he was twelve. They were brilliant students.

Pablo: And what about you Paty? Could you play a musical instrument when you were six?

Paty: No, I **couldn't**. But I could play the violin when I was eleven. And what about you?

Pablo: Well, I **couldn't** play a musical instrument but I could read very well when I was at elementary school.





### Write

3. Answer the questions.

*Contesta las preguntas.*

- Could Mozart play the piano and play music when he was six? \_\_\_\_\_
  - Could David Copperfield do magic when he was six? \_\_\_\_\_
  - Could Paty play the violin when she was eleven? \_\_\_\_\_
  - Could Pablo play a musical instrument when he was a child? \_\_\_\_\_
  - What could Pablo do when he was at elementary school? \_\_\_\_\_
- 



### Think

4. Underline the corresponding option.

*Subraya la opción correspondiente.*

- We use could / can to talk about ability in the past.
- We use couldn't / can't to talk about inability in the past.
- Could is followed by a verb / an adjective in affirmative sentences.



### Write

5. Write ☒ or ☐ next to the activities you could and couldn't do in different ages.

*Escribe ☒ o ☐ junto a las actividades que podías y no podías hacer en diferentes edades.*

Activities	three years old	six years old	eleven years old
Climb trees			
Ride a bike			
Speak in English			
Play the guitar			
Run fast			
Read very well			
Solve math problems			
Play soccer			
Play basketball			



6. Use the information to write about you in the different ages.

*Usa la información para escribir acerca de ti en las diferentes edades.*

Use could:

When I was three years old I could \_\_\_\_\_

\_\_\_\_\_

When I was six years old I could \_\_\_\_\_

\_\_\_\_\_

When I was eleven years old I could \_\_\_\_\_

\_\_\_\_\_

Use couldn't:

When I was three years I couldn't \_\_\_\_\_

\_\_\_\_\_

When I was six years I couldn't \_\_\_\_\_

\_\_\_\_\_

When I was eleven years I couldn't \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 7

### We visited Veracruz



#### Read

1. Write the places Monica and her family visited in Veracruz.  
*Escribe los lugares que Mónica y su familia visitaron en Veracruz.*

2. Read the e-mail.  
*Lee el correo electrónico.*

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> ←	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
From: <a href="mailto:monicmar@cooltown.com">monicmar@cooltown.com</a> To: <a href="mailto:pablogm@meetme.com">pablogm@meetme.com</a> Subject: Greetings from Veracruz	
<p>Dear Pablo,</p> <p>I want to tell you I'm having a great time in Veracruz with my family. We <b>stayed</b> at the Paradise Hotel. On Friday we <b>went</b> to San Juan de Ulua and <b>had</b> dinner at the Parroquia. On Saturday we <b>visited</b> the beach and <b>swam</b> all the day. In afternoon we <b>watched</b> a beautiful sunset and <b>ate</b> delicious sea food. On Sunday we visited the aquarium, it was so interesting. I <b>bought</b> some souvenirs for you. Also I <b>took</b> many photos that I will show you when we come back to Mexico City.</p> <p style="text-align: right;">Regards. Monica</p>	



#### Write

3. Answer the questions.  
*Contesta las preguntas.*

- a) What's Pablo's e-mail address? \_\_\_\_\_
- b) Who wrote the e-mail to Pablo? \_\_\_\_\_
- c) What places did Monica and her family visited? \_\_\_\_\_



- d) Where do Monica and her family live? \_\_\_\_\_  
 e) How many days did Monica and her family visit Veracruz? \_\_\_\_\_



### Think

4. Read the information and complete the chart with words in **bold** from the text.  
*Lee la información y completa el cuadro con las palabras en **negritas** del texto.*

To form the past tense –ed is added at the end of the verb. There are two kinds of verbs: regular verbs and irregular verbs. In regular verbs you just write ed, for example: live – lived. For irregular verbs, they change the structure of the word for example; buy – bought.

*Para formar el tiempo pasado se agrega la terminación –ed a los verbos. Hay dos diferentes tipos de verbos: verbos regulares y verbos irregulares. En los verbos regulares sólo tienes que escribir –ed, por ejemplo: live - **lived**. Para los verbos irregulares, cambia la estructura de la palabra por ejemplo: buy – **bought**.*

Regular verbs	Irregular verbs

For regular verbs there are some rules. When the word is only one syllable and there is a consonant + vowel + consonant, duplicate the last consonant. Except when the word ends in *w*, *y*. For example: **clap** – **clapped**, **stop** – **stopped**.

When the word ends with a *y*, change it to *i* and add *ed*; for example: **study** – **studied**, **carry** – **carried**.

*Para los verbos regulares hay algunas reglas. Cuando la palabra sólo es de una sílaba y hay una consonante + una vocal + una consonante, duplica la última consonante. Por ejemplo: **clap** – **clapped**, **stop** – **stopped**. Excepto cuando termina en *w*, *y*.*

*Cuando la palabra termina con una *y*, cámbiala por *i* y agrega *ed*; por ejemplo: **study** – **studied**, **carry** – **carried**.*





## Write

5. Complete the verb table. You can use the list of verbs at the end of the unit.

*Completa la tabla de verbos. Puedes usar la lista de verbos que está al final de la unidad.*

Regular verbs		Irregular verbs	
Present	Past	Present	Past
Work		eat	
Talk		go	
Visit		have	
answer		sing	
dance		write	
Love		think	
decide		teach	
arrive		drive	
return		drink	

6. Use the past tense of the verbs from the chart to write a text similar to exercise two telling about a place you had visited.

*Usa los verbos en pasado del cuadro para escribir un texto similar al del ejercicio dos, hablando acerca de un lugar que hayas visitado.*

☐ ☒ ☐

☐ ☐ ☐ ☐ ☐

From: \_\_\_\_\_

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Dear \_\_\_\_\_,

Regards.

\_\_\_\_\_



## Lesson 8

### We visited the zoo



#### Read

1. Underline the corresponding answer.  
*Subraya la respuesta correspondiente.*

A) When did Pablo visit the zoo, the museum and go to the movies?

- a) On Saturday and Sunday.      b) On Friday and Saturday.

2. Read the information about what Pablo did last weekend.

*Lee la información acerca de lo que Pablo hizo el fin de semana pasado.*

Monica: Hi Pablo. How are you?

Pablo: Hello Monica. I read your e-mail. Did you enjoy your visit to Veracruz?

Monica: Yes I did. What **did** you do last weekend?

Pablo: Well, I was with my family, let me tell you. On Saturday we visited the zoo. There we took a lot of photos. Then, we visited the Anthropology Museum. On Sunday we went to the movies. We watched a horror movie and we ate pop corns and drank sodas.



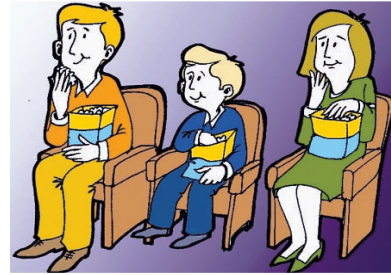
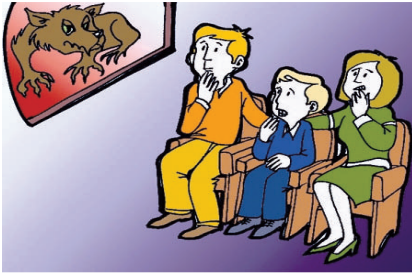
#### Write

3. Match the sentences with the illustrations.

*Relaciona los enunciados con las ilustraciones.*

- a) On Saturday we visited the zoo.
- b) There we took a lot of photos.
- c) Then we visited the Anthropology Museum.
- d) On Sunday we went to the movies.
- e) We watched a horror movie.
- f) We ate pop corns and drank sodas.





Last weekend I was with my family. We began to meet the city. We visited some interesting places.



**Write**

4. Answer the questions.  
*Contesta las preguntas.*

- What kind of movie did Pablo watch? \_\_\_\_\_
- What places did Pablo and his family visit on Saturday? \_\_\_\_\_
- What places did Pablo and his family visit on Sunday? \_\_\_\_\_
- What museum did they visit? \_\_\_\_\_
- What did they eat when they went to the movies? \_\_\_\_\_





## Think

5. Look at the dialogue from exercise two and complete the questions.  
*Observa el diálogo del ejercicio dos y completa las preguntas.*

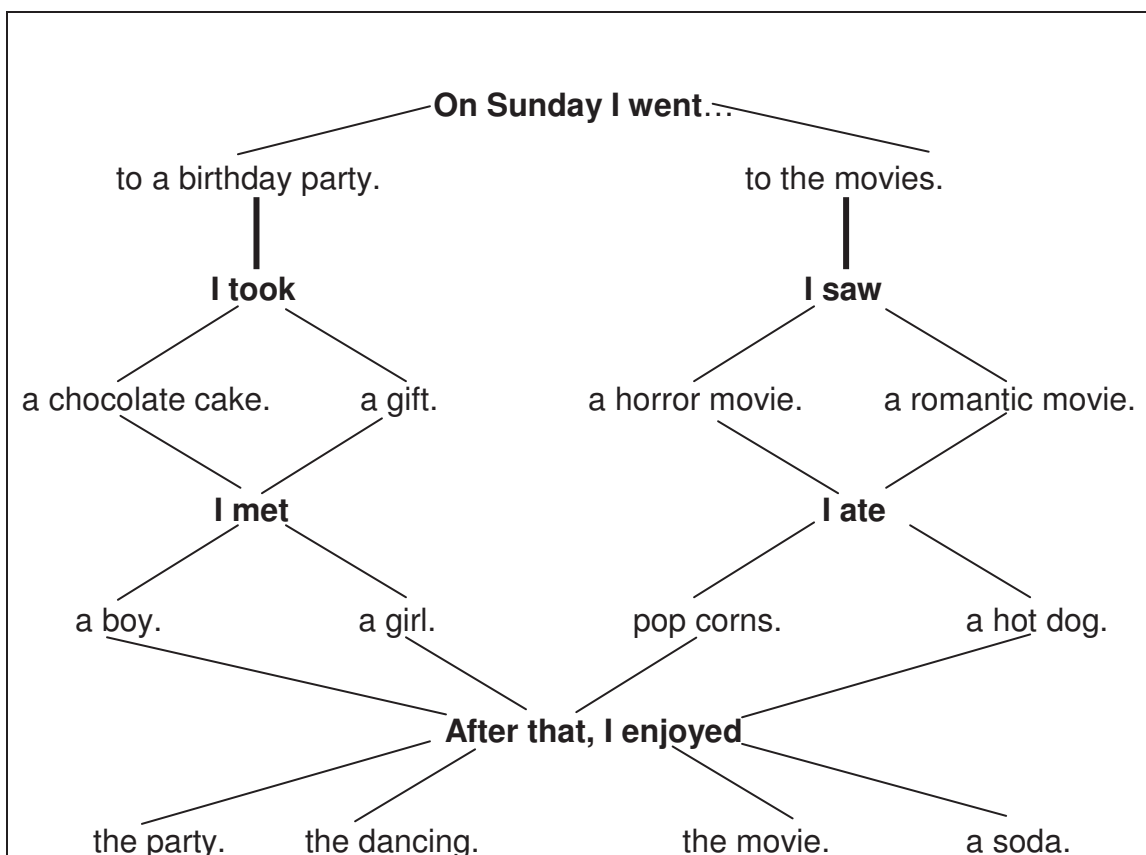
This word indicates that is a question in past simple tense.

- a) What \_\_\_\_\_ you do yesterday? I played soccer with my friends.  
 b) What \_\_\_\_\_ Monica visit on Sunday? She visited the aquarium.  
 c) What \_\_\_\_\_ Luis buy for her mother? He bought some roses.



## Write

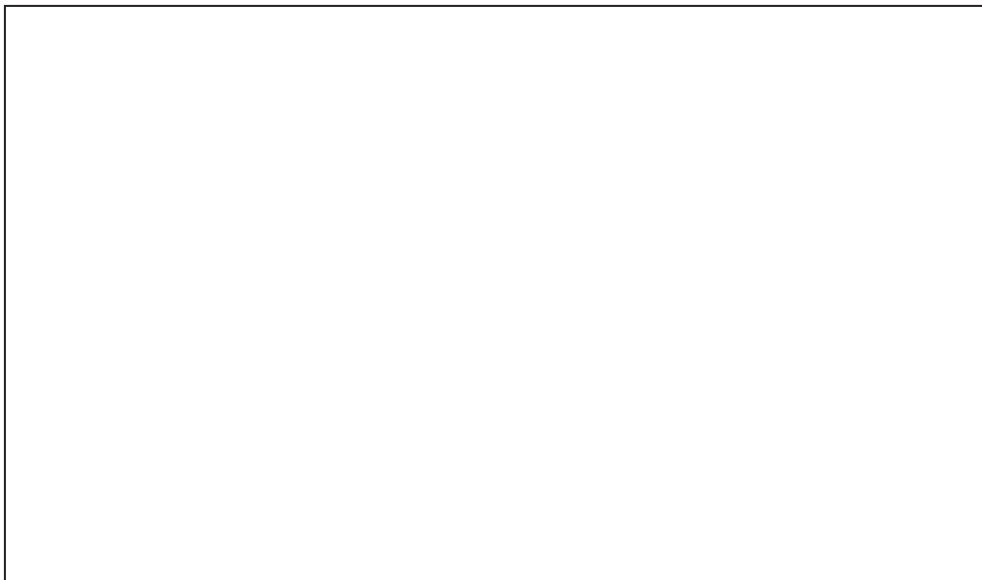
6. Read the options to write a story. Color the ones you chose.  
*Lee las opciones para escribir una historia. Colorea las que elegiste.*





7. Write and illustrate your story.  
*Escribe e ilustra tu historia.*

On Saturday I went \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Lesson 9

### The legend of two volcanoes



#### Read

1. Underline the verbs in past simple tense in the text.  
*Subraya los verbos en tiempo pasado en el texto.*
2. Read the information.  
*Lee la información.*

Pablo's grandfather: What are you doing Pablo?

Pablo: I'm packing because I'm going to camp near the volcanoes.



Pablo's grandfather: Do you know the legend of the two volcanoes?

Pablo: No, I don't.

Pablo's grandfather: Would you like to hear it?

Pablo: Yes, of course.

Pablo's grandfather: There was once a beautiful Aztec princess named Iztaccihuatl. She met Popocatepetl who was an Aztec warrior. He was very brave. He fell in love with Iztaccihuatl but his father disapproved of this and sent Popocatepetl to war. The war was very long and he couldn't back soon, so Iztaccihuatl thought that he was died. Because of this she was very sad, got sick and died. When Popocatepetl came back he was desperate and took Iztaccihuatl up to the mountains. He put her on the ground and guarded forever. Iztaccihuatl and Popocatepetl became two volcanoes.



### Write

3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

- a) Iztaccihuatl was a warrior. \_\_\_\_\_
- b) Popocatepetl was a prince. \_\_\_\_\_
- c) Iztaccihuatl loved Popocatepetl. \_\_\_\_\_
- d) Iztaccihuatl's father disapproved Popocatepetl. \_\_\_\_\_
- e) Popocatepetl went to war. \_\_\_\_\_
- f) Popocatepetl returned and Iztaccihuatl was very happy. \_\_\_\_\_
- g) They were happily forever. \_\_\_\_\_
- h) They became two volcanoes. \_\_\_\_\_





## Think

4. Read the information and complete the sentences.

*Lee la información y completa los enunciados.*

I **played** soccer

You **played** soccer

He \_\_\_\_\_ soccer

She \_\_\_\_\_ soccer

They \_\_\_\_\_ soccer

We \_\_\_\_\_ soccer

I **bought** a book.

You **bought** a book.

He \_\_\_\_\_ a book.

She \_\_\_\_\_ a book.

They \_\_\_\_\_ a book.

We \_\_\_\_\_ a book.

The past simple tense has a regular form for all persons.  
*El tiempo pasado simple tiene una forma regular para todas las personas.*



## Write

5. Read the information.

*Lee la información.*

### The Aztecs and Tenochtitlan.

Huitzilopochtli told Tenoch to look for an eagle perched on a cactus, growing from a rock surrounded by water. They should build their city there. The Aztecs looked for this place for many years.

Finally, they found the island on a lake where they built their city. They called their city Tenochtitlan, around 1325. Tenochtitlan became in Mexico City.

One day long time ago, the god Huitzilopochtli told the leader of the Aztecs, Tenoch, to go with his people to an island in the middle of a lake.





6. Order the information to write the story.  
*Ordena la información para escribir la historia.*

The Aztecs and Tenochtitlan.

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## Lesson 10

### My diary



### Read

1. Answer the question.  
*Contesta la pregunta.*

a) What is Alicia doing? \_\_\_\_\_

2. Read the information.  
*Lee la información.*

Alicia's mother: What are you doing Alicia?

Alicia: I'm writing in my diary.

Alicia's mother: Did happen something interesting for you?

Alicia: Yes.



★ ★ ★ ★ ★ ★ ★ March, 25th.  
Dear diary,

Last week I met a boy at school. He is a new student in my classroom, his name is Pablo. He sat next to me and asked me about the schedule and the teachers. In the recess my classmates invited to him to play soccer.

Yesterday Pablo, some friends and I went to the movies. Pablo told me he was **there** last weekend with his family. We saw an action movie; **it** was fun. Then, we bought pop corns and ate ice cream, **they** were delicious. We enjoyed the movie and I could talk with Pablo about music, movies and videogames. He liked all those things as me. He told me I'm pretty and he invited to me to the premier of a cartoon movie next weekend.

I'm so happy.



### Write

3. Answer the questions.  
*Contesta las preguntas.*

- a) Why is Alicia happy? \_\_\_\_\_
- b) When did she meet Pablo? \_\_\_\_\_
- c) Who is Pablo? \_\_\_\_\_
- d) What happened with Pablo in the recess? \_\_\_\_\_
- e) Where did Pablo, Alicia and her friends go yesterday? \_\_\_\_\_





## Think

4. Complete the sentence with information from the text.

*Completa el enunciado con la información del texto.*

These words are used to replace nouns. \_\_\_\_\_

Example:

I enjoyed the movie. **It** was fun.

Pablo and Monica are friends. **They** study at the same school.



## Write

5. Write on the line the verb in past tense. Use the verbs in parenthesis.

*Escribe sobre la línea el verbo en tiempo pasado. Usa los verbos en el paréntesis.*

- a) Yesterday I \_\_\_\_\_ my grandmother. (visit)
- b) Last weekend Mario \_\_\_\_\_ to Acapulco. (go)
- c) This morning I \_\_\_\_\_ cereal for breakfast. (have)
- d) Three years ago Susana \_\_\_\_\_ at elementary school. (study)
- e) Last month I \_\_\_\_\_ a pair of tennis shoes. (buy)
- f) Yesterday afternoon I \_\_\_\_\_ soccer with my friends. (play)

6. Write in Spanish the meaning of the following expressions.

*Escribe en Español el significado de las siguientes expresiones.*

- a) This morning \_\_\_\_\_
- b) Yesterday \_\_\_\_\_ ayer
- c) Last month \_\_\_\_\_
- d) Last night \_\_\_\_\_ anoche
- e) Two years ago \_\_\_\_\_ hace dos años
- f) Five years ago \_\_\_\_\_
- g) Three days ago \_\_\_\_\_
- h) Last week \_\_\_\_\_
- i) Last weekend \_\_\_\_\_ el fin de semana pasado
- j) Last Friday \_\_\_\_\_
- k) Last year \_\_\_\_\_



7. Write some activities you did this morning, yesterday, last month, etc. Use the expressions in exercise six.

*Escribe algunas actividades que hiciste esta mañana, ayer, el mes pasado, etcétera. Usa las expresiones del ejercicio seis.*

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8. Find the past simple tense of the following verbs in the search word.

*Encuentra los siguientes verbos en tiempo pasado en la sopa de letras.*

- a) teach
- b) run
- c) write
- d) work
- e) read
- f) sleep
- g) swim

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

## Lesson 11

**Last weekend I went to the movies**



**Read**

1. Underline the corresponding answer.  
Subraya la respuesta correspondiente.

A) The e-mail is to \_\_\_\_\_.

- a) Monica                      b) Pablo                      c) Antonio



2. Read the information.  
*Lee la información.*

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
From: pablogm@meetme.com To: antonio@meetme.com Subject: Greetings from Mexico	
<p>Hi Antonio!</p> <p>How are you? I'm having a great time in Mexico. I have new friends <b>but</b> I miss my friends there in Michoacan.</p> <p>Two weekends ago my family and I decided start to meet the city. <b>First</b>, we visited the zoo and the anthropology museum. <b>Then</b>, we went to the movies and had a great time there.</p> <p>Last weekend I went to the movies again but this time I went with my new friends. I met a nice girl in my classroom, her name is Alicia. She is really nice and intelligent. Also I met new teachers.</p> <p>Greetings to your family. Send me back an e-mail.</p> <p style="text-align: right;">Regards. Pablo</p>	



### Write

3. Answer the questions.  
*Contesta las preguntas.*

- a) Where does Antonio live? \_\_\_\_\_
- b) Who wrote the e-mail? \_\_\_\_\_
- c) Who did Pablo miss from Michoacan? \_\_\_\_\_
- d) Why did Pablo write an e-mail to Antonio? \_\_\_\_\_



### Think

4. Complete the sentences with information from the text.  
*Completa los enunciados con información del texto.*

- A) This word indicates contrast. \_\_\_\_\_
- B) These words indicate sequence. \_\_\_\_\_, \_\_\_\_\_.





## Write

5. Read the story and complete it with the past form of the verbs in the box.  
*Lee la historia y complétala con el tiempo pasado de los verbos del cuadro.*

decide

go

arrive

open



One day Jorge \_\_\_\_\_  
visit his grandfather.



He took the bus and \_\_\_\_\_  
until his house.



Jorge \_\_\_\_\_ to his  
Grandfather's house.



He rang the doorbell but nobody  
\_\_\_\_\_ the door.



6. Complete the story as you imagine. Use the past form of the verbs in the box or other verbs that you choose.

*Completa la historia como la imagines. Usa el tiempo pasado de los verbos del cuadro u otros verbos que elijas.*

shout	break	phone	watch	return
knock	open	is	cook	



## Lesson 12

### Project: Making an entertainment magazine. Part one

Designing the games

*Diseñando los juegos*

1. Individually, in your notebook, design a search word, a puzzle, a verb fun, complete the verb table and others games of your creation. Use verbs in present and past tense.

*Individualmente, en tu cuaderno, diseña una sopa de letras, un crucigrama, tripas de gato, completa el cuadro, y otros juegos de tu creación. Usa verbos en presente y pasado.*

For example:

- In the search word you can write the verbs in present tense in a column and in past tense inside the box.
- For the puzzle you can write the verbs in present tense in the cross and down columns. So the students will complete the puzzle with the past tense of the verbs.
- When you design the verb fun write verbs in present and past tense. Then the students will join them with a line.
- Also you can design a table to complete it with the missing verbs. Include a column for verbs in present and other for verbs in past.
- Use your imagination to design another games, always using verbs in present and past time tense.

*Por ejemplo:*

- *En la sopa de letras puedes escribir los verbos en tiempo presente en una columna y en tiempo pasado dentro de las letras.*
- *Para el crucigrama puedes escribir los verbos en presente en la columna de horizontales y verticales. Así los alumnos completarán el crucigrama con el tiempo pasado de los verbos.*
- *Cuando diseñes las tripas de gato escribe verbos en presente y pasado. Después los alumnos los unirán con una línea.*
- *También puedes diseñar una tabla para completarla con los verbos que faltan. Incluye una columna de verbos en presente y otra de verbos en pasado.*
- *Usa tu imaginación para diseñar otros juegos haciendo uso siempre de verbos en tiempo presente y pasado.*



## Lesson 13

### Project: Making an entertainment magazine. Part two

Checking the games  
*Revisando los juegos*

1. In this class your teacher will check your job including the instructions and the structure. Then you will correct the mistakes.

*En esta clase tu maestro revisará tu trabajo incluyendo las instrucciones y la estructura. Después corregirás los errores.*

2. After you have corrected them, your teacher will check your job again.

*Después de que los hayas corregido, tu maestro revisará tu trabajo otra vez hasta que esté correcto.*

3. At home rewrite your games in different colored sheets of paper. Use just one sheet of paper for each game. Don't forget write the instructions to each game and a cover with personal information (your magazine's name, student's name, subject and school).

*En tu casa reescribe tus juegos en hojas de diferentes colores. Usa una hoja para cada juego. No olvides escribir las instrucciones para cada juego y una portada con tus datos (nombre de tu revista, nombre del alumno, materia y escuela)*

4. Staple your colored sheets of paper or join them with a clip. For next class you will work with this material.

*Engrapa tus hojas de colores o únelas con un broche. Para la próxima clase trabajarás con este material.*

## Lesson 14

### Project: Making an entertainment magazine. Part three

Exchanging the magazine  
*Intercambiando la revista de entretenimiento*

1. In this class you will exchange your material with a classmate to solve it. With this activity you will learn some verbs in present and past time in a fun way.

*En esta clase intercambiarás tu material con un compañero para resolverlo. Con esta actividad aprenderás algunos verbos en presente y pasado de una manera divertida.*



2. When you have finished return the material to your classmate and you will receive yours. Check if your classmate solved correctly and tell him/her the mistakes he/she had in order to study hard.

*Cuando hayas terminado de resolver el material regrésalo a tu compañero y tú recibirás el tuyo. Revisa si tu compañero lo resolvió correctamente y dile de los errores que tuvo para que trabaje en ellos.*

## Lesson 15

### I didn't clean my bedroom

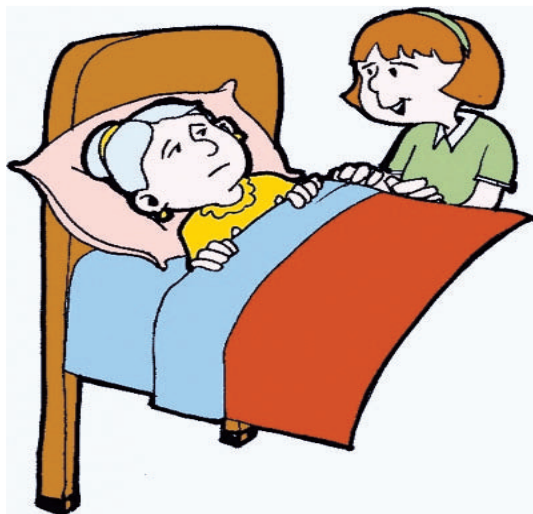


Read

1. Write ☒ or ☒ next to the activities Alicia did or didn't on weekend.

*Escribe ☒ o ☒ junto a las actividades que Alicia hizo o no hizo el fin de semana.*

- ☐ Alicia was at her grandmother's house.
- ☐ Alicia didn't clean her bedroom.
- ☐ Alicia went to Cuernavaca.
- ☐ Alicia went to the soccer game with Pablo.
- ☐ Alicia didn't do her English homework.
- ☐ Alicia took care of her grandmother.





2. Read the conversation.

*Lee la conversación.*

Ring, ring

Alicia: Hello. Who's calling?

Pablo: Hi Alicia. This is Pablo. I want to invite to you to a soccer game this afternoon.

Alicia: I would like going but I can't because I **didn't** study for the math exam. I **didn't** wash my uniform, I **didn't** do my English homework, I **didn't** clean my bedroom, I **didn't** feed my dog and I **didn't** read the article from the newspaper for Spanish class.

Pablo: Why?

Alicia: Because I wasn't at home. My family and I went to Cuernavaca because my grandmother was sick. We took care of her.

Pablo: And how is she now?

Alicia: She is better but I'm not. I have to do a lot of things.



**Write**

3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

- a) Pablo invited Alicia to the movies.
- b) Alicia accepted Pablo's invitation.
- c) Alicia did her English homework.
- d) Alicia didn't wash her uniform.
- e) Alicia took care of her grandfather.
- f) Alicia's grandmother was sick.
- g) Alicia wasn't at home on weekend.

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**Think**

4. Write the corresponding word.

*Escribe la palabra correspondiente.*

- a) This word is an auxiliary verb in negative statements. \_\_\_\_\_

Look that after this word you have to write the verb in present tense. For example:

*Observa que después de esta palabra tienes que escribir el verbo en tiempo presente. Por ejemplo:*

Yesterday I didn't **go** to the movies.



Mariana didn't **visit** her friend.  
 Jorge didn't **eat** a sandwich. He ate a hamburger.



### Write

5. Complete the text with the corresponding form of the verbs in the box.  
*Completa el texto con la forma correspondiente de los verbos del cuadro.*

listen	watch	read	wash
visit	go	do	fish

When I was young I didn't \_\_\_\_\_ T.V. I  
 \_\_\_\_\_ books and \_\_\_\_\_ to the  
 radio. I \_\_\_\_\_ have a wash machine. I  
 \_\_\_\_\_ my clothes by hand. In my free time  
 I didn't \_\_\_\_\_ to the cinemas because in my  
 town there weren't one of them. I \_\_\_\_\_ in  
 the river or I \_\_\_\_\_ my friends and relatives.



6. Write ☒ or ☒ next to the activities that happened to you last week.  
*Escribe ☒ o ☒ junto a las actividades que te sucedieron la semana pasada.*

- ☐ You had a math exam.
- ☐ The English teacher gave you a good grade.
- ☐ You didn't wash your tennis shoes.
- ☐ Your parents didn't give you permission to watch T.V yesterday.
- ☐ You enjoyed school yesterday.
- ☐ You met a new friend.
- ☐ You took your dog for a walk.
- ☐ Your friends went to a movie Wednesday afternoon.
- ☐ You went to a party.
- ☐ It was your birthday.



7. Write a text with the information in exercise six.  
*Escribe un texto con la información del ejercicio seis.*

For example:

Last week I had a math exam but the teacher didn't give me a good grade.

Last week \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 16

**Did you study for the math exam?**



**Read**

1. Write the next words in Spanish.  
*Escribe las siguientes palabras en español.*

- |                |       |
|----------------|-------|
| a) Mathematics | _____ |
| b) Spanish     | _____ |
| c) English     | _____ |
| d) Biology     | _____ |

2. Read the dialogue.  
*Lee el diálogo.*

Pablo: Hi Sandy. Did you study for the math exam?

Sandy: **No, I didn't.** I went to my swimming classes.

Pablo: And what about you Laura? Did you study?

Laura: **Yes, I did.** Also I did the homework.

Pablo: Did we have to do homework?

Laura: Yes, we had. Did you study and do the homework Pablo?

Pablo: I just studied for the exam but I forgot to do my homework.

Mario: And what about you Alicia?

Alicia: I didn't study and I didn't do my homework.

Mario: Don't worry, you are an excellent student and you always get good grades.





## Write

### 3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

- a) Pablo didn't study for the math exam.
- b) Pablo didn't do the homework.
- c) Laura studied for the exam and did the homework.
- d) Sandy studied for the exam.
- e) Monica did the homework and studied for the exam.

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## Think

### 4. Complete the information with the words in **bold** from the dialogue.

*Completa la información con las palabras en **negritas** del diálogo.*

Affirmative \_\_\_\_\_

- a) We use these words to make a short answer.

Negative \_\_\_\_\_

Look that *did* and *didn't* have a regular form for all the persons.

*Observa que did y didn't tienen una forma regular para todas las personas.*

Affirmative			negative		
	I			I	
	you			you	
	he			he	
Yes	she	did	No	she	didn't
	it			It	
	they			they	
	we			we	





## Write

5. Answer the questions about you.

*Contesta las preguntas acerca de ti.*

- a) Did you do your homework? \_\_\_\_\_
- b) Did you have breakfast this morning? \_\_\_\_\_
- c) Did you watch T.V yesterday afternoon? \_\_\_\_\_
- d) Did you buy a new dress last weekend? \_\_\_\_\_
- e) Did you go to Acapulco last summer? \_\_\_\_\_
- f) Did you make your bed this morning? \_\_\_\_\_
- g) Did you listen to music yesterday? \_\_\_\_\_



## Speak

6. Interview some classmates and write ☒ or ☒ under the activities they did or didn't last week. Then, write a text about one of your classmates.

*Entrevista a algunos compañeros y escribe ☒ o ☒ debajo de las actividades que ellos hicieron o no la semana pasada. Después escribe un texto acerca de uno de los dos compañeros entrevistados.*

Did you ... last week?

Activity	Student 1	Student 2
go to the movies		
meet a new friend		
eat cereal		
get up early and do exercise		
play soccer with your friends		
visit your relatives last summer		
help you mom at home		
clean your bedroom		
wash your tennis shoes		

\_\_\_\_\_ didn't go to the movies. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 17

Did you iron your uniform?



**Read**

1. Complete the chart.  
*Completa el cuadro.*

Verb	Spanish	Past tense
do		
wash		
take		
iron		
feed		
clean		
sweep		
write		

2. Read the information.  
*Lee la información*

Monica's mother: Alicia, did you clean and sweep your bedroom yesterday?

Monica: Yes, I did.

Monica's mother: Did you wash the dishes?

Monica: Yes, I did.

Monica's mother: Did you take out the thrash?

Monica: Yes, I did.

Monica's mother: Did you iron your uniform?

Monica: Yes. I did.

Monica's mother: Did you feed your dog?

Monica: No. I didn't.

Monica's mother: Did you clean your shoes?

Monica: No, I didn't.

Monica's mother: Did you write the story for your Spanish class?

Monica: No, I didn't. But I'm going to write about Cinderella, I have a lot of ideas.





## Write

3. Write the activities Monica did and the ones she didn't.

*Escribe las actividades que Monica hizo y las que no.*



a) Alicia swept her bedroom yesterday.

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_



a) Monica didn't feed her dog.

b) \_\_\_\_\_

c) \_\_\_\_\_



## Think

4. Read the examples and complete the sentences.

*Lee los ejemplos y completa los enunciados.*

a) **Did** you do your homework?

b) **Did** Mario wash his tennis shoes?

c) **Did** Luis and Jorge play soccer last Saturday?

A) The word \_\_\_\_\_ indicates the past time of the questions.

Look that in the question the action verb is in present tense.

*Observa que en la pregunta el verbo está en tiempo presente.*





## Write

5. Look at the illustration and complete the questions and answers about what Nancy did last weekend.

*Observa la ilustración y completa las preguntas y respuestas acerca de lo que Nancy hizo el fin de semana pasado.*



a) Did Nancy \_\_\_\_\_ her uniform? Yes, \_\_\_\_\_.

b) \_\_\_\_\_ she do her homework? \_\_\_\_\_

c) \_\_\_\_\_ her shoes? \_\_\_\_\_, did.

d) Did \_\_\_\_\_ the window? No, she \_\_\_\_\_.

6. Write about the activities you did last weekend and illustrate them.

*Escribe acerca de las actividades que hiciste el fin de semana pasado e ilústralas.*

Last weekend I \_\_\_\_\_

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## Lesson 18

### Mini Check



#### Read

1. Underline the corresponding answer.  
*Subraya la respuesta correspondiente.*

A) Who was Diego Rivera?

- a) He was an actor.                      b) He was a singer.                      c) He was a painter.

2. Read the text.  
*Lee el texto.*

### Diego Rivera (1866 – 1957)

Diego Rivera was born in Guanajuato on December 8<sup>th</sup>, 1866. When he was a child he liked to draw pictures. He began to study art at the San Carlos Academy in Mexico City when he was ten years old. Later he went to Europe and when he returned to Mexico he had many revolutionary ideas. He painted the famous murals in the National Palace and other many works of art. Diego had three wives, the last one was Frida Kahlo. He died of cancer on November 25<sup>th</sup>, 1957. We remember him as one of Mexico's greatest muralists.







### Write

3. Write the missing information about Diego Rivera.  
*Escribe la información que falta acerca de Diego Rivera.*

Name:
Date of birth:
Place of birth:
Date of died:
Studied in:
Painted:
Traveled to:
Last wife:



### Think

4. Complete the chart with the past tense of the verbs.  
*Completa el cuadro con el tiempo pasado de los verbos.*

clap	write	walk	study
work	drive	carry	stop

Regular verbs	Irregular verbs	Words of one syllable Consonant + vowel + consonant	- y



### Write

5. Think about a person who lived in the past and that you admire. Look for information about him or her. Then, complete the information.  
*Piensa en una persona que admires y que vivió en el pasado. Busca información acerca de él o ella. Después, completa la información.*

- a) Name: \_\_\_\_\_  
 b) Occupation: \_\_\_\_\_  
 c) Date of birth: \_\_\_\_\_



- d) Place of birth: \_\_\_\_\_
- e) Date of died: \_\_\_\_\_
- f ) Nationality: \_\_\_\_\_
- g) Why is she or he famous? \_\_\_\_\_
- \_\_\_\_\_
- h) Why do you admire him / her? \_\_\_\_\_

6. Write a biography, use the information from exercise five and paste or draw a picture.

*Escribe una biografía, usa la información del ejercicio cinco y pega una fotografía o dibújala.*

[illegible]

## Lesson 19

## Read about an important person



## Read

1. Write the missing information in the biography.  
*Escribe la información que falta en la biografía.*

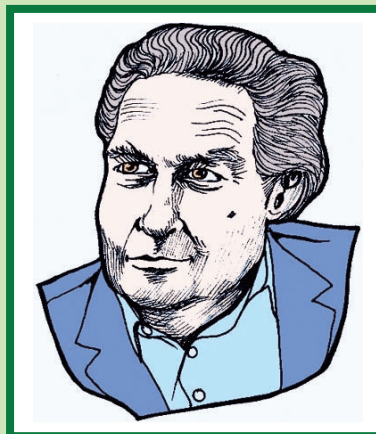


2. Read the information.  
*Lee la información.*

\_\_\_\_\_

( \_\_\_\_\_ )

This poet was the first Mexican author that received the Nobel Prize of Literature in 1990. He was born in Mixcoac in Mexico City. He has the opportunity to study for a year in the United States. His poetry was philosophical. He wrote *The Labyrinth of Solitude* in 1950. In 1960 he wrote *Liberty Under Oath*. His best known poem is *Sunstone* that he wrote in 1958. Paz wrote poetry, texts analyzing civilizations, art and literature. He was Mexico's ambassador in India from 1962 to 1968. He died on April 19<sup>th</sup>, 1998.



### Write

3. Answer the questions.  
*Contesta las preguntas.*

- a) When did Octavio Paz receive the Nobel Prize of Literature? \_\_\_\_\_
- b) When was he born? \_\_\_\_\_
- c) Where was he born? \_\_\_\_\_
- d) Where did he study for one year? \_\_\_\_\_
- e) What did he write? \_\_\_\_\_
- f) When did he die? \_\_\_\_\_





## Think

4. Complete the chart.  
*Completa el cuadro.*

You use these words to get specific information.




## Write

Wh – questions words

5. Answer the questions.  
*Contesta las preguntas.*

- a) What's your name? \_\_\_\_\_  
 b) Where were you born? \_\_\_\_\_  
 c) When were you born? \_\_\_\_\_  
 d) What was your favorite T.V program when you were a child? \_\_\_\_\_  
 e) Where did you study elementary school? \_\_\_\_\_

6. Write your biography and paste your picture.  
*Escribe tu biografía y pega tu foto.*

<p>_____</p> <p>( _____ )</p> <p>My name's _____.</p> <p>I was born in _____ on _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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## Lesson 20

### Where did you go last weekend?



#### Read

1. Answer the question.  
*Contesta la pregunta.*

a) What's the capital of the state of Morelos? \_\_\_\_\_

2. Read the information.  
*Lee la información.*

Last weekend Laura and her family went to Morelos. They visited Cuernavaca. They stayed at the Spring Hotel. On Saturday morning they visited the Cortes Palace and the Cathedral. Then, they took a tour in a bus to know different places. They ate traditional food and bought souvenirs. At night they went downtown and had dinner at the *Cafecito Restaurant*. On Sunday, they got up early and went to Tepoztlan. They walked up until the top of a hill named the Tepozteco. They spent an hour to get to the top. They enjoyed a wonderful view of the town. They thought Morelos has beautiful places to visit.



#### Write

3. Match the columns.  
*Relaciona las columnas.*

\_\_\_\_\_ What did Laura and her family do last weekend?  
\_\_\_\_\_ Where did they stay?  
\_\_\_\_\_ What did they visit on Saturday morning?  
\_\_\_\_\_ What did they buy?  
\_\_\_\_\_ Where did they have dinner?  
\_\_\_\_\_ How long did they spend to get to the top of the hill?

- a) They visited the Cortes Palace.
- b) They went to Morelos.
- c) They spent one hour.
- d) They stayed at Spring Hotel.
- e) They had dinner at the *Cafecito*.
- f) They bought souvenirs.





### Think

4. Read the sentences and write on the line the corresponding option.  
*Lee los enunciados y escribe sobre la línea la opción correspondiente.*

- a) What did you visit on vacation? I visited Veracruz.  
b) Did you visit Veracruz on vacation? Yes, I did. / No, I didn't.

- A) These questions require a short answer. \_\_\_\_\_  
B) These questions require a long answer. \_\_\_\_\_



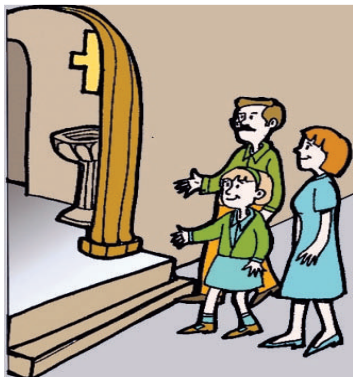
### Write

5. Read the text from exercise two again and answer the questions.  
*Lee el texto del ejercicio dos otra vez y contesta las preguntas.*

- a) Did Laura and her family visit Morelia? \_\_\_\_\_  
b) What place did they visit? \_\_\_\_\_  
c) Did they eat Italian food? \_\_\_\_\_  
d) What did they eat? \_\_\_\_\_  
e) Did Laura go to Morelos with Pablo? \_\_\_\_\_  
f) Who did Laura visit Cuernavaca with? \_\_\_\_\_

6. Illustrate the text from exercise two as a story.  
*Ilustra el texto del ejercicio dos como una historia.*

Last weekend Laura and her family visited the Cortes Palace and the Cathedral in Cuernavaca, Morelos.










## Lesson 21

Who was the last Aztec emperor?



Read

1. Underline the corresponding option.  
*Subraya la opción correspondiente.*

A) In this subject you learn about historic events.

a) Mathematics                      b) History                      c) Geography

2. Read the information.  
*Lee la información.*



( 1806 – 1872 )

Benito Juárez García was born on March 21<sup>st</sup>, 1806 in San Pablo Guelatao, Oaxaca. He was a Mexican politician and he became president of Mexico several times. The first one was in 1858. He is known as “El Benemérito de las Américas”. He is famous because of his phrase “*Entre los individuos como entre las naciones, el respeto al derecho ajeno es la paz*”

He studied Latin, philosophy and theology in the Seminario de Santa Cruz in 1824. Later he studied laws in the Instituto de Ciencias y Artes de Oaxaca.

He died on July 18<sup>th</sup>, 1872 in Mexico City.





### Write

3. Answer the questions.

*Contesta las preguntas.*

- a) **Who** was Benito Juarez Garcia? \_\_\_\_\_
  - b) When was he born? \_\_\_\_\_
  - c) Where did he was born? \_\_\_\_\_
  - d) Where did he study law? \_\_\_\_\_
  - e) When did he die? \_\_\_\_\_
  - f) Write his most famous phrase. \_\_\_\_\_
- 
- 



### Think

4. Answer the question.

*Contesta la pregunta.*

- a) This word is used to know the identity of a person. \_\_\_\_\_



### Write

5. Work in groups of four students and discuss about the next information.

*Trabaja en grupos de cuatro alumnos y discute acerca de la siguiente información.*

- a) The father of the Mexican Independence.
- b) The last Aztec emperor.
- c) The conqueror of Mexico.
- d) The discoverer on America.
- e) The president of Mexico during the oil expropriation.
- f) The first man to walk on the moon.
- g) The writer of The Labyrinth of Solitude.
- h) The inventor of the telephone.
- i) The founder of Tenochtitlan.



6. Use the information from exercise five. Write questions with who and answer them.

*Usa la información del ejercicio cinco. Escribe preguntas con who y contéstalas.*

Example:

**Who** was the father of the Mexican Independence?

It was Miguel Hidalgo y Costilla.

**Who** were the founders of Tenochtitlan?

They were the Aztecs.

a) \_\_\_\_\_?

\_\_\_\_\_

b) \_\_\_\_\_?

\_\_\_\_\_

c) \_\_\_\_\_?

\_\_\_\_\_

d) \_\_\_\_\_?

\_\_\_\_\_

e) \_\_\_\_\_?

\_\_\_\_\_

f) \_\_\_\_\_?

\_\_\_\_\_

g) \_\_\_\_\_?

\_\_\_\_\_

## Lesson 22

**Tlaloc, the rain god**



**Read**

1. Answer the question.

*Contesta la pregunta.*

a) Who was Tlaloc? \_\_\_\_\_



2. Read and illustrate the information.

*Lee e ilustra la información.*

<p>Tlaloc, the rain god lived in a beautiful place at the top of a mountain.</p>	<p>There, Tlaloc had many clay pots full of water.</p>
<p>To make the rain, Tlaloc ordered the <i>tlaloques</i> to pour the water from the pots.</p>	<p>To make thunders the <i>tlaloques</i> broke the pots and people on earth heard them.</p>
<p>The broken pieces from the pots fell to the earth and people saw the lighting.</p>	<p>When Tlaloc was angry there was no rain on earth so people on earth worshipped him.</p>





### Write

3. Write True or False.

*Escribe True si el enunciado es verdadero o False si es falso.*

- a) Tlaloc was the rain god.
- b) The *tlaloques* were his helpers.
- c) People didn't worship Tlaloc.
- d) Tlaloc lived in the jungle.
- e) To make rain Tlaloc broke the pots.

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### Think

4. Choose and write the corresponding words to complete the sentence.

*Elige y escribe las palabras correspondientes para completar el enunciado.*

legends	physical appearance	likes	stories
historic events	personality	tales	

We use past tense to talk about \_\_\_\_\_



### Write

5. Work in groups of four students and talk about a legend. Complete the information.

*Trabaja en grupos de cuatro alumnos y hablen acerca de una leyenda. Completa la información.*

- a) Name of the legend: \_\_\_\_\_
- b) Where did the legend take place? \_\_\_\_\_
- c) Who were the main characters of the legend? \_\_\_\_\_

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6. Now write the legend and illustrate it.  
*Ahora escribe la leyenda e ilústrala.*

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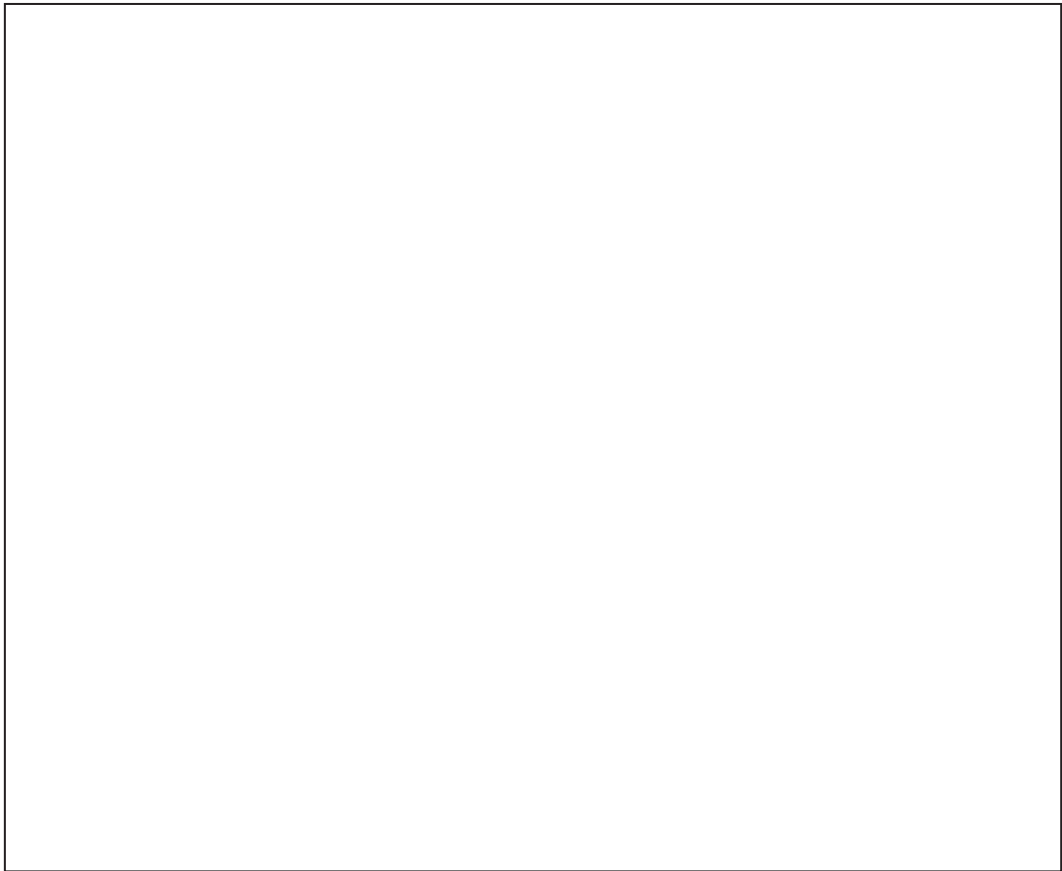
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## Lesson 23

### Project: Making a book of tales. Part one

Discussing the topic

*Discutiendo el tema*

1. Work in teams of four students. Each team will discuss the topic and the title of a story or tale. Give ideas about the characters, the situations, the time, etc. Your story or tale can be funny tale, a romantic story, a horror story or a legend. Be creative. Something important is that your story or tale must be written in past time. Write your ideas in your notebook.

*Reúnanse en equipos de cuatro alumnos. Cada equipo discutirá acerca del tema y el título de su historia o cuento. Den ideas acerca de los personajes, las situaciones, el tiempo, las ilustraciones, etcétera. Su historia o cuento puede ser divertido, romántico, de terror o una leyenda. Sean creativos. Algo importante es que su historia o cuento debe estar escrito en tiempo pasado. Escriban sus ideas en su cuaderno.*

2. After you finish discussing and writing the ideas, express your teacher what you are going to present next class.

*Después de que hayan terminado de discutir y escribir sus ideas, expresen a su maestro lo que van a presentar en la próxima clase.*

## Lesson 24

### Project: Making a book of tales. Part two

Writing a draft

*Escribiendo un borrador*

1. Join to your teams. Write a draft of the story or tale. Remember that during this unit you had read some histories, tales or legends, use them as an example to write yours.

*Únanse con sus equipos. Escribe un borrador de su historia o cuento. Recuerden que durante esta unidad han leído algunas historias, cuentos o leyendas, úsenlas como ejemplo para escribir la suya.*

2. To write your story or tale you can use short sentences and think about the illustration for each scene. Write between ten or fifteen sentences or scenes.

*Para su historia o cuento pueden escribir oraciones cortas y pensar en la ilustración para cada escena. Escriban entre diez o quince oraciones o escenas.*



Example:

Sentence 1: Long time ago there was a beautiful princess who lived in a big castle.

Sentence 2: Every day she visited her grandmother in a big cottage in the forest.

## Lesson 25

### Project: Making a book of tales. Part three

Checking the story or tale

*Revisando la historia o cuento*

1. In this class your teacher will check your job and will mark the mistakes in order to correct them.

*Su maestro revisará su trabajo y señalará los errores para ser corregidos.*

4. Work in teams to correct the mistakes and show again your job to your teacher. Now you have a good job

*Trabajen en equipo para corregir sus errores y muestren otra vez su trabajo a su maestro. Ahora tienen un buen trabajo.*

For homework you will bring the material you will need to write and illustrate your story or tale (color sheets or white sheets of paper, the illustrations or pictures, a pencil, scissors, colors, a pen, etcétera.).

*De tarea traerán el material necesario para escribir e ilustrar su historia o cuento (hojas de colores u hojas blancas, las ilustraciones o fotografías, un lápiz, tijeras, colores, una pluma, etcétera.).*

## Lesson 26

### Project: Making a book of tales. Part four

Writing the story or tale

*Escribiendo la historia o cuento*

1. Work in teams to rewrite the story or tale using the material you brought to the class. Take care of the cleanness of your job.

*Trabajen en equipo para reescribir su historia o cuento usando el material que trajeron para ello. Cuiden la limpieza de su trabajo.*

2. Write the title of your story or tale and the first sentence; use a big and nice letter. After that, draw or stick the illustration. Do the same with all the sentences or scenes of your story or tale.



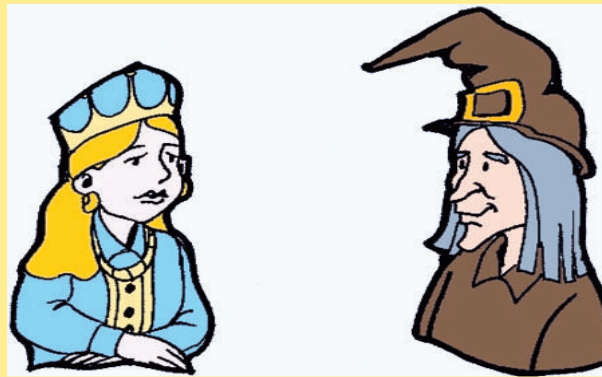
*Escriban el título de su historia o cuento y la primera oración; usen una letra grande y bonita. Después, dibujen o peguen la ilustración. Hagan lo mismo con todas las oraciones o escenas de su historia o cuento.*

3. Don't forget to number each page of the story or tale and design the cover.

*No olviden enumerar cada página de la historia o cuento y diseñar la portada.*

Example:

## "The princess and the witch."



Authors:

Benjamín Salazar Hernández.

Rosalía García Contreras.

Edgar Morales Huerta.

Mariana Sánchez Martínez.



## “The princess and the witch.”

Long time ago there was a beautiful princess named Alice who lived in a big castle.



4. When you write the end of the story or tale write “The end”.

*Cuando escriban el final de la historia o cuento escriban “The end”.*

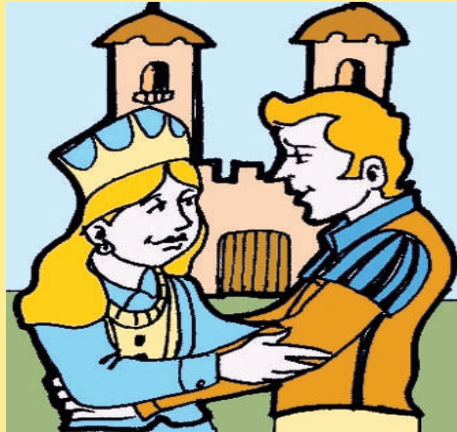
For homework you will bring copies of your story or tale for all the teams in your class. Also you will need a piece of card or cardboard to make the covers of the book of tales, some felt pens, illustrations, a stapler or a big clip.

*De tarea traerán copias de su historia o cuento para cada equipo en tu clase. También necesitarás un pliego de cartulina o cartón para hacer las pastas del libro de cuentos, algunos marcadores, ilustraciones, una engrapadora o un broche grande.*



Example:

The prince and the princess bought a new castle in the middle of the forest and they were happy forever.



The end

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## Lesson 27

### Project: Making a book of tales. Part five

Exchanging the jobs

*Intercambiando los trabajos*

1. Each team will bring copies of its story or tale for the other teams.  
*Cada equipo traerá copias de su historia o cuento para los otros equipos.*
2. Give your story or tale to each team.  
*Den su historia o cuento a cada equipo.*
3. Your team will receive stories or tales from the other teams. For example, if there are six teams you will have six different stories or tales.



*Su equipo recibirá otras historias o cuentos de los otros equipos. Por ejemplo, si hay seis equipos ustedes tendrán seis diferentes historias o cuentos.*

4. Get in teams and read the other stories or tales.  
*Reúnanse en equipo y lean las otras historias o cuentos.*

## Lesson 28

### Project: Making a book of tales. Part six

Making the book of tales  
*Haciendo el libro de cuentos*

1. Now, design the cover of the book of tales. Use the card or the cardboard.  
*Ahora diseñen la portada del libro de cuentos. Usen la cartulina o el cartón*
2. On the cover write the name of your school, the name of your book, your grade and group and your teacher's name. You can put an illustration.  
*En la portada escriban el nombre de su escuela, el nombre de su libro, su grado y grupo y el nombre de su maestro. Pueden pegar una ilustración.*
3. Use the stapler or the clip to join all the stories with the cover and the other cover at the end of the book. Also you can fasten your book.  
*Usa la engrapadora o el broche para unir todas las historias con la portada y la cubierta del final del libro. También pueden engargolar su libro.*
4. You can exchange your books with other groups. Also you can put them in the library of your school or in your classroom.  
*Pueden intercambiar sus libros con otros grupos. También pueden colocarlos en la biblioteca de su escuela o en la de su salón de clases.*

Example:

<p>Telesecundaria Benito Juárez</p> <p>"Amazing tales"</p> <p>2<sup>nd</sup> Grade Group B</p> <p>Teacher: _____</p>
--



## Lesson 29

### Review. Part one

1. Read the information about Jorge.

*Lee la información acerca de Jorge.*

Last week I went to Acapulco with my family. We stayed at the Ocean Hotel. On Sunday we swam in the beach and admired a beautiful sunset. We ate sea food in a nice restaurant and we drank coconut water. We went dancing to a *Nightclub* and we had a lot of fun. On Saturday we visited "La quebrada" and bought many souvenirs for our relatives and friends.

2. Underline the verbs in past in the text.

*Subraya los verbos en pasado en el texto.*

3. Classify the verbs that you underlined on the text.

*Clasifica los verbos que subrayaste en el texto.*

Regular verbs	Irregular verbs

4. Answer the questions.

*Contesta las preguntas.*

a) Where did Jorge and his family go last week? \_\_\_\_\_

b) Where did they stay? \_\_\_\_\_

c) What did they do on Sunday? \_\_\_\_\_

d) What did they do on Saturday? \_\_\_\_\_

e) Did they buy souvenirs? \_\_\_\_\_

f) Did they eat Chinese food? \_\_\_\_\_

g) Did you go to Acapulco last weekend? \_\_\_\_\_

h) What did you do last weekend? \_\_\_\_\_



5. Complete the chart.  
*Completa el cuadro.*

Verb in Spanish	Verb in English	Verb in past tense
aplaudir		
abrazar		
cocinar		
caminar		
dormir		
estudiar		
gritar		
lavar		
morir		
nadar		
necesitar		
pensar		
sonar		
unir		
vivir		

6. Write the next expressions in Spanish.  
*Escribe las siguientes expresiones en español.*

Yesterday \_\_\_\_\_  
 Last week \_\_\_\_\_  
 Last year \_\_\_\_\_  
 Last month \_\_\_\_\_  
 Two years ago \_\_\_\_\_

7. Join with a line the verb in present tense with its past form. Don't cross the lines.

*Une con una línea el verbo en tiempo presente con su tiempo pasado. No cruces las líneas.*

read swam  
 slept sang  
 do wrote  
 sing listen  
 sleep  
 write read  
 swim  
 did listened



## Lesson 30

### Review. Part two

1. Answer the questions.

*Contesta las preguntas.*

- a) Could you ride a bike when you were five? \_\_\_\_\_
- b) Could you run fast when you were eleven? \_\_\_\_\_
- c) What could you do when you were six? \_\_\_\_\_
- d) What did you do last Saturday? \_\_\_\_\_
- e) What did you eat yesterday? \_\_\_\_\_
- f) Where did you go last summer? \_\_\_\_\_
- g) Did you have a math exam this week? \_\_\_\_\_
- h) Did you take a shower this morning? \_\_\_\_\_
- i) Did your mother cook dinner last night? \_\_\_\_\_
- j) Did your father buy a new car? \_\_\_\_\_

2. Answer the questions.

*Contesta las preguntas.*

- a) Who was the father of the Mexican Independence? \_\_\_\_\_
- b) Who was the conqueror of Mexico? \_\_\_\_\_
- c) Who wrote Pedro Paramo? \_\_\_\_\_
- d) Who was the last Aztec emperor? \_\_\_\_\_
- e) Who were the founders of Tenochtitlan? \_\_\_\_\_
- f) Who was Tlaloc? \_\_\_\_\_
- g) Who wrote Romeo and Juliet? \_\_\_\_\_

3. Read the information and answer the questions.

*Lee la información y contesta las preguntas.*

Luis Pasteur was born in Dole, France, on December 27 th, 1822. He discovered that germs and microbes cause diseases. He established methods of sterilization. He was the first person to develop and use vaccines that helped animals and people. He developed "pasteurization". This is a technique that killed the microbes that contaminated food products by heat or radiation but did not destroy the nutrients. He was an extraordinary and talented scientist. He died at the age of 73.

- a) Who was Luis Pasteur? \_\_\_\_\_
- b) When was he born? \_\_\_\_\_
- c) Where was he born? \_\_\_\_\_
- d) What did he discover? \_\_\_\_\_
- e) What did he develop? \_\_\_\_\_
- f) What pasteurization is? \_\_\_\_\_



g) When was he died? \_\_\_\_\_

4. Write what you did last week.

*Escribe lo que hiciste la semana pasada.*

On Monday \_\_\_\_\_

On Tuesday \_\_\_\_\_

On Wednesday \_\_\_\_\_

On Thursday \_\_\_\_\_

On Friday \_\_\_\_\_

On Saturday \_\_\_\_\_

On Sunday \_\_\_\_\_

5. Write the next sentences in negative form.

*Escribe los siguientes enunciados en su forma negativa.*

*Example:*

Mariana visited her grandmother yesterday.

Mariana didn't visit her grandmother yesterday.

a) I studied for the math exam.

b) Jorge washed his tennis shoes last Sunday.

c) Mario and Susana went to the movies last Saturday.

d) My mother bought a new dress.

e) My family and I went to Veracruz.

6. Write what did you do yesterday and write the times, too.

*Escribe lo que hiciste ayer y escribe también la hora.*

Yesterday I

Hour

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Order your information. Use the words from the chart.

*Ordena tu información. Usa las palabras del cuadro.*

First	Then	After that	finally
-------	------	------------	---------



- a) First, at \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_

Next there is a list of verbs that can help you in this unit.

*A continuación hay una lista de verbos que te pueden ayudar en esta unidad.*

#### List of verbs

(I) Irregular verbs

(R) Regular verbs

Verb in English	Meaning	Past
Answer ®	Contestar	Answered
Ask ®	Preguntar	Asked
Avoid ®	Evitar	Avoided
Be (am, is are) (I)	Ser, estar	Was, were
Become (I)	Convertirse	Became
Believe ®	Creer	Believed
Bring (I)	Traer	Brought
Build (I)	Construir	Built
Buy (I)	Comprar	Bought
Cause ®	Causar	Caused
Choose (I)	Elegir	Chose
Clap ®	Aplaudir	Clapped
Come (I)	Venir	Came
Decide ®	Decidir	Decided
Do (I)	Hacer	Did
Drink (I)	Beber	Drank
Drive (I)	Conducir	Drove
Eat (I)	Comer	Ate
Enjoy ®	Disfrutar	Enjoyed
Explain ®	Explicar	Explained
Feed (I)	Alimentar	Fed
Feel (I)	Sentir	Felt
Find (I)	Encontrar	Found
Fly (I)	Volar	Flew
Force ®	Forzar	Forced
Give (I)	Dar	Gave
Go (I)	Ir	Went
Grow (I)	Crecer	Grew
Have (I)	Tener	Had
Help (I)	Ayudar	Helped
Hope ®	Esperar	Hoped
Hurt (I)	Lastimar	Hurt
Imagine ®	Imaginar	Imagined



Improve ®	Mejorar	Improved
Know (I)	Saber	Knew
Learn ®	Aprender	Learned
Like ®	Gustar	Liked
Live ®	Vivir	Lived
Lose (I)	Perder	Lost
Make (I)	Hacer	Made
Meet (I)	Conocer	Met
Need ®	Necesitar	Needed
Open ®	Abrir	Opened
Place ®	Colocar	Placed
Prevent ®	Prevenir	Prevented
Read (I)	Leer	Read
Return ®	Regresar	Returned
Ride (I)	Montar	Rode
Run (I)	Correr	Ran
Say (I)	Decir	Said
See (I)	Ver	Saw
Sell (I)	Vender	Sold
Sing (I)	Cantar	Sang
Sleep (I)	Dormir	Slept
Study ®	Estudiar	Studied
Swim (I)	Nadar	Swam
Talk ®	Hablar	Talked
Teach (I)	Enseñar	Taught
Think (I)	Pensar	Thought
Tie ®	Amarrar	Tied
Understand (I)	Entender	Understood
Wake (I)	Despertar	Woke
Wear (I)	Calzar, ponerse	Wore
Win (I)	Ganar	Won
Work ®	Trabajar	Worked
Write (I)	Escribir	Wrote



## Answer key/ *Respuestas*

### Lesson 6 Mini Check

Page/*página* 322

- 1.
- b
- c
- d
- a

Page/*página* 323

- 3.
- a) Yes, he could.
- b) No, he couldn't.
- c) Yes, she could.
- d) No, he couldn't.
- e) He could read very well.

Page/*página* 323

- 4.
- a) could
- b) couldn't
- c) verb

### Lesson 18 Mini Check

Page/*página* 352

- 1.
- c) He was a painter.

Page/*página* 353

3.

Name: Diego Rivera
Date of birth: December 8 <sup>th</sup> , 1866.
Place of birth: Guanajuato
Date of died: November 25 <sup>th</sup> , 1957
Studied at: San Carlos Academy
Painted: the famous murals in the National Palace
Traveled to: Europe
Last wife: Frida Kahlo



4.

Regular verbs	Irregular verbs	Words of one syllable Consonant + vowel + consonant	- y
clap	write	clap – clapped	carry - carried
work	drive	stop – stopped	study - studied
walk			
carry			
stop			
study			

**Lesson 29****Review**

2.

Last week I went to Acapulco with my family. We stayed at the Ocean Hotel. On Sunday we swam in the beach and admired a beautiful sunset. We ate sea food in a nice restaurant and we drank coconut water. We went dancing to a *Nightclub* and we had a lot of fun. On Saturday we visited “La quebrada” and bought many souvenirs for our relatives and friends.

3.

Regular verbs	Irregular verbs
stayed	went
admired	swam
visited	ate
	drank
	went
	got
	bought
	had

4.

- They went to Acapulco.
- They stayed at the Ocean Hotel.
- They swam in the beach, admired the sunset, ate sea food and drank coconut water.
- They visited “La quebrada” and bought souvenirs.
- Yes, they did.
- No, they didn’t.



5.

Verb in Spanish	Verb in English	Verb in past tense
aplaudir	clap	clapped
abrazar	hug	hugged
cocinar	cook	cooked
caminar	walk	walked
dormir	sleep	slept
estudiar	study	studied
gritar	shout	shouted
lavar	wash	washed
morir	die	died
nadar	swim	swam
necesitar	need	needed
pensar	think	thought
soñar	dream	dreamt
unir	join	joined
vivir	live	lived

6.

Yesterday	Ayer
Last week	La semana pasada
Last year	El año pasado
Last month	El mes pasado
Two years ago	Hace dos años

### Lesson 30

#### Review. Part two

Page/Página 374

2.

- a) Miguel Hidalgo was.
- b) Hernan Cortes was.
- c) Juan Rulfo.
- d) Cuahutemoc was.
- e) The Aztecs were.
- f) The rain god.
- g) William Shakespeare.

Pages/Páginas 374-375

3.

- a) He was an extraordinary and talented scientist.
- b) He was born on December 27 th, 1822.
- c) He was born in Dole, France.
- d) He discovered that germs and microbes cause diseases.
- e) He developed "pasteurización"
- f) It is a technique that killed the microbes that contaminated food products.
- g) He died at the age of 73.



5.

- a) I didn't study for the math exam.
- b) Jorge didn't wash his tennis shoes last Sunday.
- c) Mario and Susana didn't go to the movies last Saturday.
- d) My mother didn't buy a new dress.
- e) My family and I didn't go to Veracruz.



## Materiales de apoyo

Temas	Material sugerido
Puedes consultar tu diccionario y la lista de verbos incluida.	<ul style="list-style-type: none"><li>Programa enciclomedia para telesecundaria.</li></ul>

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