

3er Grado

INGLÉS III

Apuntes



TELEsecundaria



3er Grado

INGLÉS III



SEP

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TELEsecundaria

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Table of contents

Presentation

Unit 1 / Memories

16	Lesson 1	My last vacation
19	Lesson 2	I visited Veracruz
23	Lesson 3	What did you do on vacation?
26	Lesson 4	I had a terrible day yesterday
30	Lesson 5	My friend visited Mexico
33	Lesson 6	My visit to Cuernavaca
37	Lesson 7	An ancient sport
41	Lesson 8	Did you wash your uniform?
44	Lesson 9	I didn't do my chores
47	Lesson 10	What did Diego Rivera do?
50	Lesson 11	The Aztecs and Tenochtitlan
54	Lesson 12	Mini Check
58	Lesson 13	Who was the first president of the United States?
62	Lesson 14	They weren't actors, they were muralists
65	Lesson 15	Was Iturbide the first president of Mexico?
69	Lesson 16	My first day at school
73	Lesson 17	We were cleaning the house
76	Lesson 18	Samuel was chewing gum when the teacher arrived
80	Lesson 19	Linda and Robert were dancing when my parents got home
83	Lesson 20	Were you washing the windows?
86	Lesson 21	Strong earthquake shakes Mexico
90	Lesson 22	What were your family doing when the earthquake began?
94	Lesson 23	Mini Check
97	Lesson 24	Project: A profile book. Part one
99	Lesson 25	Project: A profile book. Part two
100	Lesson 26	Project: A profile book. Part three
101	Lesson 27	Project: A profile book. Part four
102	Lesson 28	Review
104	Lesson 29	Review
107	Lesson 30	Review
109	Answer Key	
117	Support materials	
119	Bibliography	

Unit 2 / Rules and Regulations

- 124 Lesson 31 Watch out! There's a car
- 128 Lesson 32 Don't feed the animals
- 131 Lesson 33 A Mexican celebration / Actividades Cívico - Culturales
- 132 Lesson 34 Don't eat junk food
- 136 Lesson 35 First aid
- 140 Lesson 36 Don't run, don't shout and don't push
- 144 Lesson 37 Smoking causes lung cancer
- 146 Lesson 38 Safety instructions
- 149 Lesson 39 Mini Check
- 153 Lesson 40 I have to study for the exam
- 156 Lesson 41 You must clean your bedroom
- 160 Lesson 42 Students must wear a lab coat, they mustn't forget it
- 163 Lesson 43 I have to do my homework and Wendy has to make a
- 165 Lesson 44 You have to classify the trash
- 169 Lesson 45 She doesn't have to wear a uniform
- 172 Lesson 46 Mini Check
- 176 Lesson 47 Project: Making a set of rules. Part one
- 177 Lesson 48 Project: Making a set of rules. Part two
- 178 Lesson 49 Project: Making a set of rules. Part three
- 179 Lesson 50 Review
- 182 Lesson 51 The Christmas season / Actividades

- 183 Answer Key

- 187 Support materials

- 188 Bibliography

Unit 3 / Food and Drink

192	Lesson 52	The market
195	Lesson 53	The supermarket
199	Lesson 54	I want a pizza
201	Lesson 55	Let me see the menu
205	Lesson 56	May I take your order?
207	Lesson 57	I'd like to order a sandwich
210	Lesson 58	Mini Check
213	Lesson 59	What's your favorite dish?
216	Lesson 60	Do you like orange juice?
219	Lesson 61	Where are hamburgers from?
222	Lesson 62	What's the traditional dish in your community?
224	Lesson 63	Is there any cheese?
228	Lesson 64	Mix all the ingredients
231	Lesson 65	How much milk do we need?
233	Lesson 66	How many eggs do you need?
236	Lesson 67	First, cut the tomatoes
239	Lesson 68	Mini Check
242	Lesson 69	Project: A recipe book. Part one
243	Lesson 70	Project: A recipe book. Part two
245	Lesson 71	Project: A recipe book. Part three
246	Lesson 72	Review
249	Answer Key	
254	Support materials	
256	Bibliography	

Unit 4 / Planning Holidays

- 260 Lesson 73 What is your community like?
- 264 Lesson 74 Where is Morelia?
- 267 Lesson 75 What's the weather in London on winter like?
- 270 Lesson 76 How can I get to the downtown?
- 273 Lesson 77 Where can I buy some souvenirs?
- 277 Lesson 78 There is a bank on the corner of Reforma Street
and Juarez Avenue
- 280 Lesson 79 What time is the next bus to Oaxaca?
- 282 Lesson 80 I need a single ticket to Zacatecas
- 286 Lesson 81 Mini Check
- 289 Lesson 82 I'm going to attend a conference
- 293 Lesson 83 We are going to camp in the woods
- 296 Lesson 84 Project: A travel brochure. Part one
- 297 Lesson 85 Project: A travel brochure. Part two
- 298 Lesson 86 Project: A travel brochure. Part three
- 299 Lesson 87 Project: A travel brochure. Part four
- 300 Lesson 88 Mini Check
- 303 Lesson 89 Mini Check
- 306 Lesson 90 Mini Check
- 308 Lesson 91 She isn't going to visit Palenque next weekend
- 311 Lesson 92 Are you going to visit the Wax museum?
- 314 Lesson 93 Review
- 316 Lesson 94 Review
- 319 Lesson 95 A plan to clean the school
- 320 Lesson 96 Cleaning the school
- 322 Answer Key
- 329 Support materials
- 331 Bibliography

Unit 5 / Life in the future

- 336 Lesson 97 I want to become an engineer
- 338 Lesson 98 She will go to high school
- 341 Lesson 99 I won't be a doctor
- 344 Lesson 100 Will you get married next year?
- 347 Lesson 101 He will participate in the Olympic Games
- 350 Lesson 102 What will you do next vacation?
- 353 Lesson 103 Mini Check 98 Lesson
- 356 Lesson 104 It will be sunny and hot in the north
- 360 Lesson 105 What will the weather be like in 2025?
- 363 Lesson 106 Perhaps water won't be enough
- 366 Lesson 107 Life in the future
- 369 Lesson 108 Animals in danger
- 373 Lesson 109 I'm definitely going to do something for my planet
- 375 Lesson 110 Project: Life in the Future. Part one
- 377 Lesson 111 Project: Life in the Future. Part two
- 379 Lesson 112 Project: Life in the Future. Part three
- 379 Lesson 113 Project: Life in the Future. Part four
- 381 Lesson 114 Take care of the environment
- 382 Lesson 115 Mini Check
- 385 Lesson 116 Mini Check
- 388 Lesson 117 English exhibition
- 389 Lesson 118 Review
- 392 Lesson 119 Review
- 393 Lesson 120 Review

- 398 Answer Key

- 404 Support materials

- 406 Bibliography

Presentación

Este libro fue elaborado para cumplir con el anhelo compartido de que en el país se ofrezca una educación con equidad y calidad, en la que todos los alumnos aprendan, sin importar su origen, su condición personal, económica o social, y en la que se promueva una formación centrada en la dignidad humana, la solidaridad, el amor a la patria, el respeto y cuidado de la salud, así como la preservación del medio ambiente.

El uso de este libro, articulado con los recursos audiovisuales e informáticos del portal de Telesecundaria, propicia la adquisición autónoma de conocimientos relevantes y el desarrollo de habilidades y actitudes encaminadas hacia el aprendizaje permanente. Su estructura obedece a las necesidades propias de los alumnos de la modalidad de Telesecundaria y a los contextos en que se desenvuelven. Además, moviliza los aprendizajes con el apoyo de materiales didácticos presentados en diversos soportes y con fines didácticos diferenciados; promueve la interdisciplinariedad y establece nuevos modos de interacción.

En su elaboración han participado alumnos, maestras y maestros, autoridades escolares, padres de familia, investigadores y académicos; su participación hizo posible que este libro llegue a las manos de todos los estudiantes de esta modalidad en el país. Con las opiniones y propuestas de mejora que surjan del uso de esta obra en el aula se enriquecerán sus contenidos, por lo mismo los invitamos a compartir sus observaciones y sugerencias a la Dirección General de Materiales Educativos de la Secretaría de Educación Pública y al correo electrónico: librosdetexto@nube.sep.gob.mx.

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



Check your progress / Revisar tu avance

3er Grado

INGLÉS III

Unit 1

Memories

Unit 1

Memories

Purpose

The purpose of this unit is to enable students to discuss their memories and describe actions that happened when other actions were in progress.

Topics

- Lesson 1 My last vacation
- Lesson 2 I visited Veracruz
- Lesson 3 What did you do on vacation?
- Lesson 4 I had a terrible day yesterday
- Lesson 5 My friend visited Mexico
- Lesson 6 My visit to Cuernavaca
- Lesson 7 An ancient sport
- Lesson 8 Did you wash your uniform?
- Lesson 9 I didn't do my chores
- Lesson 10 What did Diego Rivera do?
- Lesson 11 The Aztecs and Tenochtitlan
- Lesson 12 Mini Check
- Lesson 13 Who was the first president of the United States?
- Lesson 14 They weren't actors, they were muralists
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- Lesson 23 Mini Check
- Lesson 24 Project: A profile book. Part one
- Lesson 25 Project: A profile book. Part two
- Lesson 26 Project: A profile book. Part three
- Lesson 27 Project: A profile book. Part four
- Lesson 28 Review
- Lesson 29 Review
- Lesson 30 Review

Lesson 1

Aim: Students will identify the function of the past simple tense in order to indicate actions or situations that started and finished at a certain moment in the past.

My last vacation



Read

1. Complete the dialogue with the verbs in past simple tense. Use the ones in the box.

buy, visit, go (2), eat, swim

Ring, ring

Alberto: Hello. Who's calling?

Sandy: Hi, this is Sandy. How are you Alberto?

Alberto: Hello. What a surprise. I'm very well, and you?

Sandy: I'm fine, but tell me about you. Where did you go on vacation?



Alberto: Well, I _____ my grandparents in Guerrero. I _____ to Acapulco and I _____ in the beach. I _____ a lot of seafood and I _____ some souvenirs. I bought a t-shirt for you and I will give at school. And, what about you?

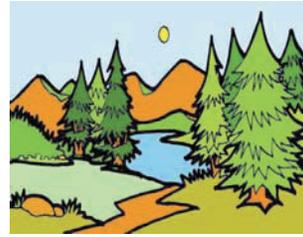
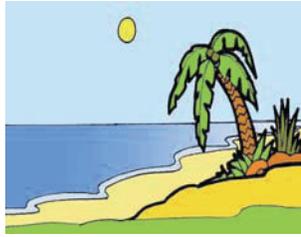
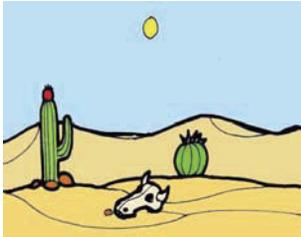
Sandy: Well, I _____ to Veracruz with my family as I told you in the e-mail I sent you.

Alberto: Oh! Yes, I read it. Did you enjoy your visit?

Sandy: Yes, I had a great time. Well see you next Monday at school. Bye.

Alberto: OK. Bye.

2. Read the dialogue and write in the place Alberto visited last vacation.



Write

3. Write True or False.

- a) Last vacation Alberto went to the beach.
- b) He visited his parents.
- c) Sandy was in Acapulco.
- d) She sent an e-mail to Alberto.
- e) Alberto ate fish and shrimps.
- f) He bought a sweater for Sandy.



Think

4. Choose an option to complete the sentence.

The _____ indicates actions / situations that started and finished at a certain moment in the past.

- a) Present simple tense
- b) Past progressive tense
- c) Past simple tense



Write

5. Write for the activities you did last vacation and for the activities you didn't.

Activities	did	didn't
visit grandparents		
take a course		
play soccer		
ride a horse		
go to the movies		
read a book		
go to the beach		
visit a zoo		
wash your tennis shoes		
have a party		
work at a supermarket		
clean your bedroom		
cook a chocolate cake		
visit a museum		
go to a rock concert		

6. Use the information to write about what you did last vacation.

Last vacation I _____



Check your progress

Write the following sentences in past simple tense.

Example:

a) I visit my grandmother. I visited my grandmother.

b) Mario goes to the movies. _____

c) My mother cooks a delicious chocolate cake.

d) Juan and his friends play soccer in the park.

e) Melissa buys a new dress. _____

Lesson 2

Aim: Students will identify regular and irregular verbs in past simple tense.

I visited Veracruz



Read

1. Write the missing information in the e-mail.

a) betogarcia@meetme.com

b) sandymar@cooltown.com

2. Read the e-mail.

✕ ✓ ←		□ 📁 📧 ☰	
From:	_____		
To:	_____		
Subject: Greetings from Veracruz			
Dear Alberto,			
I want to tell you I'm having a great time in Veracruz with my family. We stayed at the Sunset Hotel. On Friday we went to San Juan de Ulua and had dinner at the Parroquia. On Saturday we visited the beach and swam all day. In afternoon we watched a beautiful sunset and ate delicious sea food. On Sunday we visited the aquarium, it was very interesting. I bought some souvenirs for you. Also I took many photos that I will show you when we come back to Mexico City.			
Regards. Sandy			



Write

3. Complete the chart with activities about Sandy according to the information in the e-mail.

Activities		
Friday	Saturday	Sunday



Think

4. Complete the chart with the verbs in **bold** in the e-mail.

Regular verbs		Irregular verbs	
Present tense	Past tense	Present tense	Past tense



Write

5. Write for the activities you did on vacation and write for the ones you didn't.



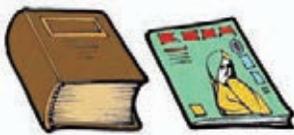
visit relatives



practice a sport



go to the movies



read a book or a magazine



clean your bedroom



take an English course



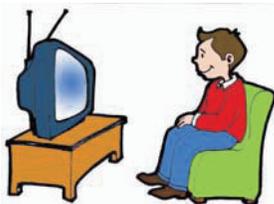
visit a state of the Mexican Republic



eat traditional food



swim at the beach



watch T.V.



wash the dishes



have a party

Lesson 3

Aim: Students will identify “Wh-question words” to obtain specific information about past events.

What did you do on vacation?



Read

1. Answer the question.

a) What's the topic of conversation between Alberto, Jorge and Luis?

2. Read the dialogue.

Alberto: Hello boys. **What** did you do on vacation?

Jorge: I visited Cuernavaca with my cousins, and you? **Where** did you go?

Alberto: I went to Acapulco to visit my grandparents.

Jorge: **Who** did you go with?

Alberto: I went with my family. What about you Luis? **When** did you come back from Guadalajara?

Luis: Well, I didn't go to Guadalajara.

Jorge: **Why** not?

Luis: Because my cousins, uncles and aunts from Guadalajara visited Mexico City and they stayed in my house.

Alberto: Really? And, how was your time?

Luis: I had I great time with all of them. But I would like to visit Guadalajara next time.





Write

3. Write the names according to the activities. Use information from exercise two.

- 1. He visited Acapulco on vacations. _____
- 2. He didn't go to Guadalajara. _____
- 3. He went to Cuernavaca. _____
- 4. He visited his grandparents. _____
- 5. His relatives visited Mexico City. _____
- 6. He wants to visit Guadalajara next time. _____



Think

4. Underline the corresponding option and write it on the line.

The words in **bold** in the dialogue are called: _____

- a) verbs
- b) Wh-questions words
- c) adjectives



Write

5. Ask some classmates about the activities they did or places they visited on vacation. Write the information in the chart.

Example:

What's your name? I'm Roberto

What did you do on vacation? I played soccer every weekend.

Which places did you visit? I visited the Zocalo, the zoo and an aquatic park.

Name	Places	Activities
Roberto	the Zocalo, the zoo, an aquatic park	play soccer

Name	Places	Activities

6. Use the information to write about a classmate.

Last vacation _____ visited _____

 and _____



Check your progress

Complete the following sentences with words in the box.

What	Where	Who
When	Why	Which

_____ was Benito Juarez?	He was a president.
_____ did you go last Friday?	I went to Acapulco.
_____ did you visit Acapulco?	Last Friday.
_____ did you do yesterday?	I visited my grandmother.
_____ did you buy a cake?	Because it was my mother's birthday.
_____ places did you visit?	The Zocalo, the zoo and an aquatic park.

Lesson 4

Aim: Students will recognize when irregular verbs change their structure in past simple tense.

I had a terrible day yesterday



Read

1. Write in Spanish the following words.

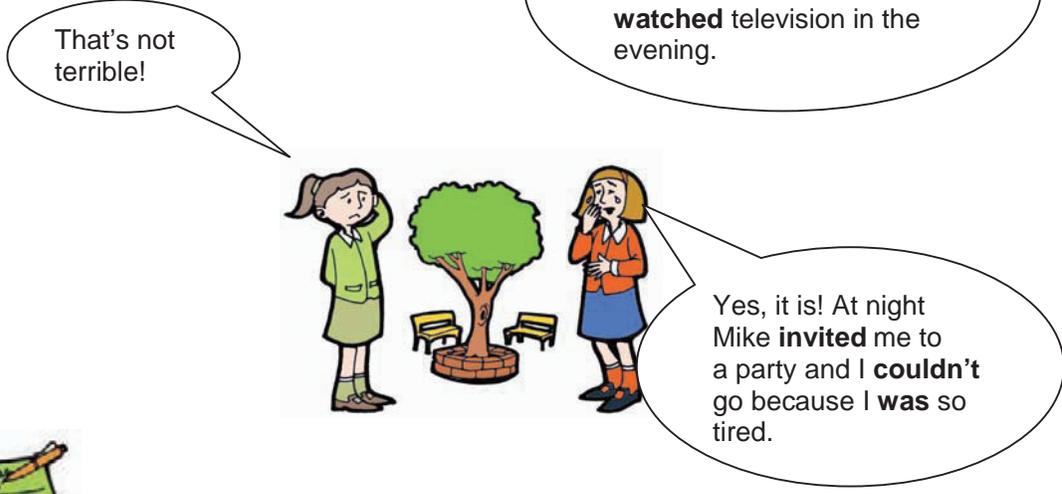
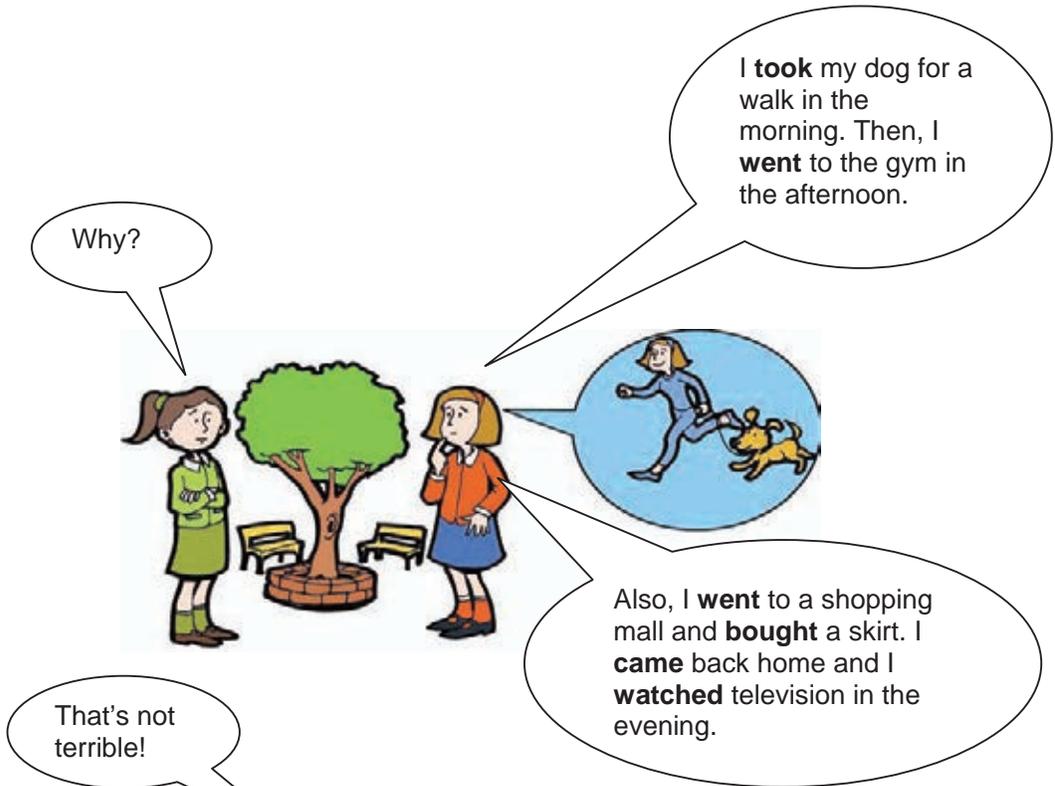
- a) Yesterday _____
- b) This morning _____
- c) Last night _____
- d) Last week _____
- e) Last weekend _____
- f) Last month _____
- g) Last year _____

2. Read the dialogue.

Hi, Paty. What a surprise.
How are you?

Oh, I'm not good. I **had** a
terrible day yesterday.





Write

3. Write True or False.

- a) Sandy was happy to see Paty. _____
- b) Paty told Sandy about her excellent day. _____
- c) Paty took her cat for a walk. _____
- d) Paty went to a party with Mike at night. _____
- e) Sandy talked every time with Paty. _____
- f) Paty watched television in the evening. _____
- g) Paty was very tired at the end of the day. _____



Think

4. Underline the corresponding option.

These verbs change their structure to form the past simple tense.

- a) Regular verbs
- b) Irregular verbs

Complete the chart using the verbs in **bold** in the dialogue.

Verbs in present tense	Verbs in past simple tense



Write

5. Look at Julia's items and write what she did on weekend. Use the verbs in the box.

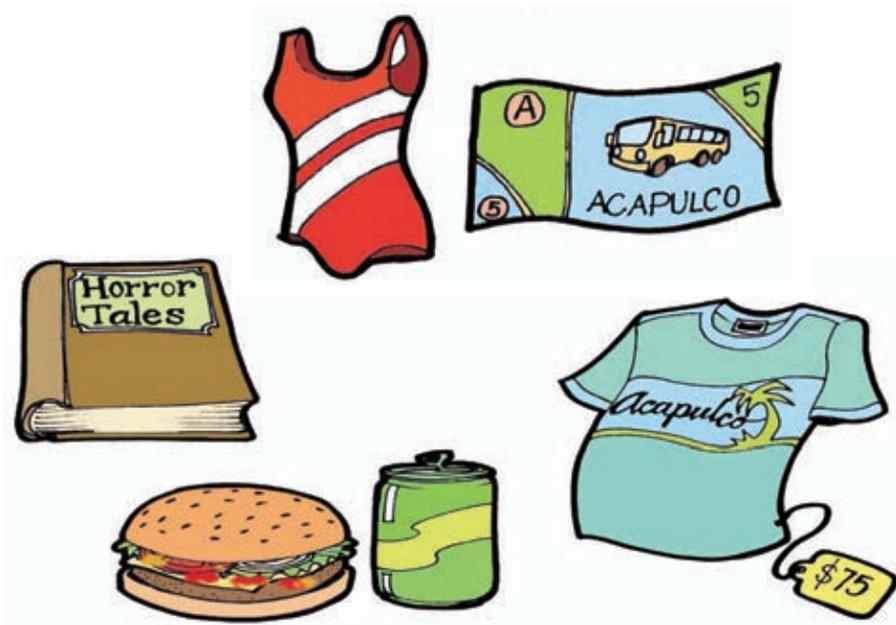
Example:

eat read ~~visit~~ drink wear buy go

Julia visited the beach



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



6. Use the following verbs to write about what you did on weekend.

wash watch go play visit do
 buy sleep eat write cook swim

On weekend I _____



Check your progress

Complete the text with the corresponding form of the verbs in the box.

listen	watch	read	wash
visit	go	do (not)	fish

<p>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 cinema because in my town there weren't any of them. I _____ in the river or I _____ my friends and relatives.</p>	
---	--

Lesson 5

Aim: Students will identify two kind of verbs and write the rules for each one to form the past simple tense.

My friend visited Mexico



Read

1. Look at the dialogue and answer the questions.

a) What's the name of Sandy's friend? _____

b) Where is she from? _____

2. Read the dialogue.

Gaby: Hello, Sandy. How are you?

What did you do last summer?

Sandy: Hi, Gaby. I'm fine. Last summer I **went** to Veracruz and I **visited** Cuernavaca with my friend Susan.

Gaby: Susan? Who is she?

Sandy: She is a friend from the United States. She **came** to Mexico and **stayed** at my house. She **wanted** to know Cuernavaca, so, my family and I **took** her, there.

Gaby: Did she like it?

Sandy: Yes, she did. And what about you? What did you do on vacation?

Gaby: Well, I didn't visit a specific place but I took an English course and I stayed at home with my family.



Write

3. Match the columns.

- _____ Who is Susan?
- _____ Where is Susan from?
- _____ Where is Sandy from?
- _____ What place did Susan want to visit?
- _____ What did Gaby do on vacation?
- _____ Where did Susan stay in Mexico?

- a) She took an English course.
- b) She stayed at Sandy's house.
- c) She is Sandy's friend.
- d) She is from Mexico.
- e) She is from the U.S.A
- f) She wanted to visit Cuernavaca.



Think

4. Look at the chart and write how can be formed the past simple tense for regular and irregular verbs.

Regular verbs		Irregular verbs	
Present	Past	Present	Past
visit	visited	go	went
stay	stayed	come	came
want	wanted	take	took
play	played	do	did
watch	watched	drink	drank
work	worked	teach	taught

Regular verbs form the past simple tense _____

Irregular verbs form the past simple tense _____



Write

5. Find the past simple tense of the following verbs.

TEACH
DRINK
THINK
MEET
DRIVE
SWIM
DO
TELL
WORK
DANCE
GO
STUDY
SING
HAVE
WRITE

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

6. Imagine that a friend from other country has visited you on vacation. Use the verbs above to write about the places you visited or the activities you did.

On vacation my friend _____ from _____



Check your progress

Complete the information with the verbs in the box.

lived was born rang attacked
died abolished became

The father of Independence, Miguel Hidalgo y Costilla...

- _____ in Corralejo on May 8th, 1753.
- _____ in Valladolid (Morelia) for many years.
- _____ a priest in 1778.
- _____ the bell in Dolores on September 15th, 1810.
- _____ the Alhondiga de Granaditas on September 28th.
- _____ slavery on December 6th, in Guadalajara.
- _____ in Acatitla, Chihuahua, on July 30th, 1811.

Lesson 6

Aim: Students will use linking devices that indicate sequence to express events in the past.

My visit to Cuernavaca



Read

1. Write the missing information in the following postcard.

a) Love, Susan.

b) Hilary Steves
27 Roble Street
Florida, 03479
U.S.A.

c) Dear parents:

2. Read the postcard.

<p>_____</p> <p>Yesterday morning Sandy and her family took me on a tour to Cuernavaca. First, we went to the Cortes Palace and I read about the history of this city. Then, we went to a restaurant and ate delicious traditional food. We also drank a lot of water because it was so hot. After that, in the evening we had dinner in a cafeteria in the Zocalo and I bought some souvenirs for you. Finally, I swam in the pool of the hotel which we stayed.</p> <p style="text-align: center;">You should come to Mexico.</p> <p style="text-align: right;">_____</p>	 <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Write

3. Write True or False.

- a) Sandy, Susan and her friends visited Cuernavaca.
- b) Susan read about history of Cuernavaca.
- c) The weather was very cold in Cuernavaca.
- d) Susan didn't buy souvenirs.
- e) Susan ate French traditional food.
- f) Susan enjoyed her visit to Cuernavaca.



Think

4. Underline the corresponding option and write it on the line.

What's the function of the words in **bold** in the post card? _____

- a) indicate frequency
- b) indicate addition
- c) indicate sequence



Write

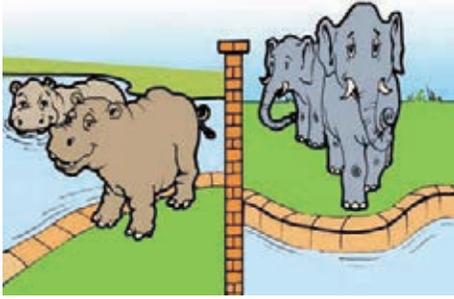
5. Write 1 to 5 to order the sentences and make a story.

- _____ Finally, we took the bus and came back home.
- _____ Then, we ate sandwiches and drank sodas.
- _____ First, we saw many animals like giraffes, a lion, chimpanzees,
- _____ After that, we played soccer with other boys in the park.
- _____ Yesterday I went with my friends to a zoo.
- _____ big elephants and an enormous hippopotamus.

6. Look at the pictures and write the sentences in exercise five under the corresponding picture.















Check your progress

Match the description with the corresponding words. Write them on the line.

Talking about what happened in the past.

Describe an action.

Indicate sequence.

I bought some souvenirs.

Past simple tense verbs.

In this lesson you learned:

Verbs:
Vocabulary:
Functions:
Grammar:
Sequence words:

Lesson 7

Aim: Students will use the expression “used to” to talk about activities people did frequently in some time in the past.

An ancient sport



Read

1. Write the word that corresponds.

In this subject you learn about sports and practice some of them. Sometimes your teacher talks about the history of them. _____

Mathematics

English

Physical Education

Spanish

2. Read the text.

Teacher: Good morning students, today we are going to learn about an ancient sport, the ball game.

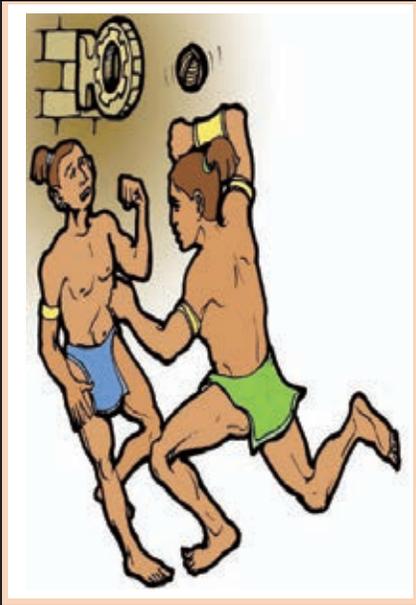
Jorge: What’s that teacher? Is it like soccer or football?

Diana: No, it isn’t. It was a kind of sport that the Maya civilization played.

Teacher: You’re right.

The Ball Game

Long time ago the Mesoamerican civilizations **used to** play the Ball Game or *Juego de Pelota* in Spanish. It was a sport of life and death. The Ball Game was usually played by two teams in a court with a rubber ball that weighed more than a kilo and was about the size of a man's head. About the rules, historians think the players could only touch the ball with their hips, elbows and knees but not with their hands or feet. The players had to get the ball through a stone ring on the wall until the first team scored a point. The captain or some of the players of the losing team **used to** be sacrificed. The Mesoamerican civilizations believed that human sacrifice pleased their gods.



Write

3. Correct the wrong information.

Example:

a) The French civilizations used to play the Ball Game.

The Mesoamerican civilizations used to play the Ball Game.

b) The Ball Game was usually played by three teams.

c) The players could touch the ball with their hands or feet.

d) The captain or some of the players of the winner team were sacrificed.

e) The Mesoamerican civilizations didn't believe that human sacrifice pleased their gods.



Think

4. Use the words in **bold** in the text to complete the rule. Write the meaning in Spanish.

We use _____ to talk about activities people did frequently in some time in the past.

used to = _____



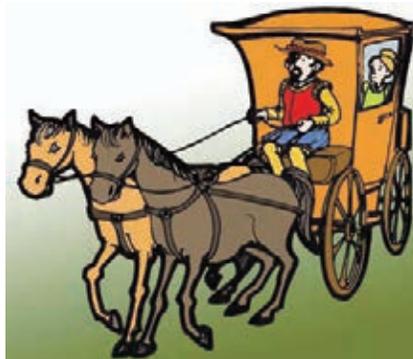
Write

5. Write or to the activities people used to do or didn't use to do in the past.

travel by airplane.



travel in carriages.



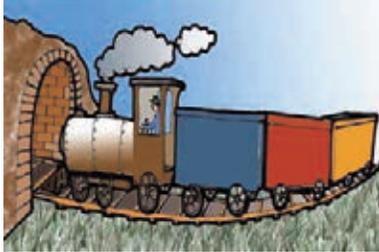
wear long dresses and big hats.



wear long jackets, boots and hats.



travel by train.



wear mini skirts and jeans.



send letters.



use computers.



write e-mails.



ride horses.



6. Write sentences with information in exercise 5.

Example:

People **used to** ride horses. / People **didn't use to** drive cars.

used to

didn't use to



Check your progress

Answer the questions with your own information.

- Did your father use to ride horses when he was younger? _____
Did your mother use to wear mini skirts when she was younger? _____
Did you use to visit your grandmother when you were a child? _____
Did your grandmother use to watch T.V. when she was a child? _____

Lesson 8

Aim: Students will identify “do” as an auxiliary verb in questions in past simple tense.

Did you wash your uniform?



Read

1. Write or to the activities you did or didn't yesterday.

List of chores

- _____ wash the uniform
- _____ sweep the room
- _____ iron the uniform
- _____ clean the shoes
- _____ watch T.V.
- _____ do homework



2. Read the dialogue.

Sandy: Mom, can I go to the movies with my friends?

Sandy's mother: Just if you have done all your chores. Let's check. Did you clean your shoes?

Sandy: Yes, I did.

Sandy's mother: Did you sweep your room?

Sandy: Yes, I did.

Sandy's mother: Did you wash your uniform?

Sandy: Yes, I did.

Sandy's mother: Did you iron your uniform?

Sandy: Yes, I did.

Sandy's mother: Did you take out the trash?

Sandy: Yes, I did, and I put a new bag in the trash can.

Sandy's mother: I think you did a good job. Just some questions more
Did you cook the meal?

Sandy: No, I didn't.

Sandy's mother: Did you wash the dishes? Did you clean the windows? Did you wash all the clothes? Did you go to the supermarket?

Sandy: No, I didn't.

Sandy's mother: So, you can't go to the movies.

Sandy: Ops! Really?

Sandy's mother: Just kidding! Of course, you can go.

Sandy: Thanks, mom. I'll be back early to help you to do all those things.



Write

3. Match the questions with the answers **A** or **B**.

A) Yes, she did.

B) No, she didn't.

a) Did Sandy wash her uniform? _____

b) Did she cook the meal? _____

c) Did she sweep her room? _____

d) Did she iron her uniform? _____

e) Did she take out the trash? _____

f) Did she get permission for going to the movies? _____

g) Did she wash the dishes? _____

h) Did she go to the supermarket? _____



Think

4. Answer the question.

a) This verb is an auxiliary which indicates that the question is in past simple tense. _____



Write

5. Write questions about your activities at home last week, use the words in parentheses.

Example:

(take, trash can)

Did you take out the trash can?

a) (wash, dishes)

_____?

b) (clean, windows)

_____?

c) (make, breakfast)

_____?

d) (feed, cat)

_____?

e) (go, market)

_____?

f) (take care, sister)

_____?

g) (take care, brother)

_____?

6. Use the questions to interview a classmate. Write the answers.

Name: _____

Answers:

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____



Check your progress

Order the sentences to make questions and answer them with your information.

wash / Did / you / uniform / last Friday / your

_____?

yesterday / your mother / cook / Did / dinner / the

_____?

visit / your / Did / you / grandmother / last weekend
_____ ? _____

English / do / homework / you / Did / your
_____ ? _____

Lesson 9

Aim: Students will recognize “did” in a negative form to express actions that weren’t done in a certain moment in the past.

I didn’t do my chores



Read

1. Match the pictures with the sentences.

- a) wash the dishes
- c) iron the clothes

- b) sweep the kitchen
- d) make breakfast









2. Read the conversation.

Ring, ring

Alicia: Hello. Who’s calling?

Sandy: Hi Alicia. This is Sandy, I’m waiting for you to go to the movies.

Alicia: I can't go because I **didn't** do my chores. 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, I **didn't** clean my shoes and I **didn't** iron my uniform. The only thing I **did** is my math homework.



Sandy: Why?

Alicia: Because I wasn't at home. My family and I went to Puebla. My grandmother was sick. We took care of her.

Sandy: And how is she now?

Alicia: She is better but I'm not. I have to do a lot of things.

Sandy: OK. It will be some other time. See you tomorrow at school.



Write

3. Write True or False.

- a) Sandy 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. _____



Think

4. Write the corresponding word.

- a) This word is an auxiliary verb in negative statements. _____

Notice that after this word you have to write the verb in present tense.

Example:

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. Write next to the activities that happened to you last week.

- You didn't have a math exam.
- The English teacher didn't give you a good grade.
- You didn't wash your tennis shoes.
- Your parent's didn't give you permission to watch T.V yesterday.
- You enjoyed school yesterday.
- You met a new friend.
- You didn't take your dog for a walk.
- You went to the movies.
- You didn't go to a party.
- It was your birthday.

6. Write a text with the information from exercise five.

For example:

Last week I didn't have a math exam. The English teacher didn't give me a good grade.

Last week



Check your progress

Look at the pictures and match them with the corresponding sentence.

- a) Mariana didn't study for her math exam.
- b) Sandra didn't wash the dishes.
- c) Luis and Jorge didn't clean their shoes.
- d) I didn't iron my shirt.









Lesson 10

Aim: Students will identify grammar rules for regular and irregular verbs in past simple tense.

What did Diego Rivera do?



Read

1. Previous knowledge. Before you read the biography answer the questions.

a) Who was Diego Rivera? _____

b) Where was he born? _____

c) When was he born? _____

d) Why was he famous? _____

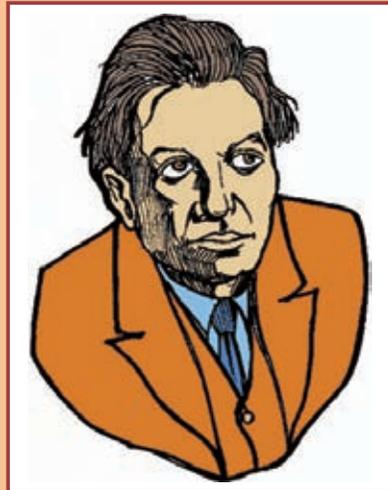
e) When did he die? _____

2. Read the text.

Diego Rivera

(1886 – 1957)

Diego Rivera was born in Guanajuato on December 8th, 1886. 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 25th, 1957. We remember him as one of Mexico's greatest muralists.



Write

3. Write the missing information about Diego Rivera.

Name:
Date of birth:
Place of birth:
Date of death:
Studied at:
Painted:
Traveled to:
Last wife:



Think

4. Complete the chart with the past simple tense of the verbs. Look at the example.

~~clap~~
~~work~~
cry

~~write~~
drive
hug

walk
~~carry~~
do

study
stop
jump

Regular verbs	Irregular verbs	Words of one syllable Consonant + vowel + consonant	- y
worked	wrote	clapped	carried



Write

5. Think about a person who lived in past and you admire. Look for information about him or her. Then, complete the lines.

- a) Name: _____
- b) Occupation: _____
- c) Date of birth: _____
- d) Place of birth: _____
- e) Date of death: _____
- f) Nationality: _____
- g) Why is she or he famous? _____
- _____
- h) Why do you admire him / her? _____
- _____

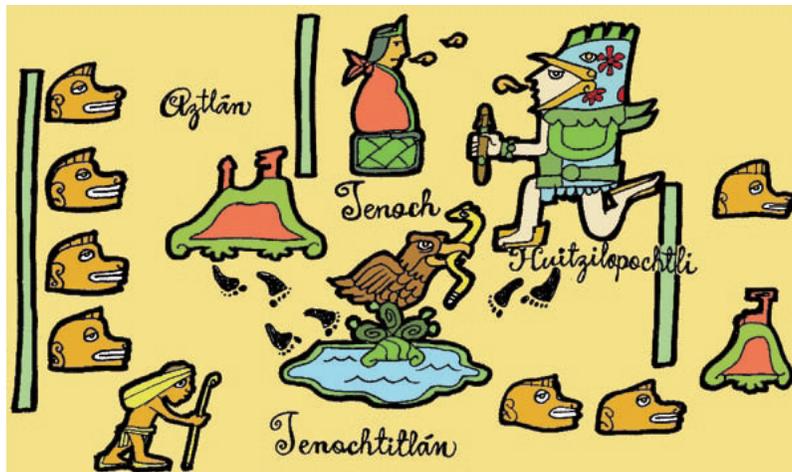
1. Answer the question.

Who were the founders of Tenochtitlan? _____

2. Read the text.

The Aztecs and Tenochtitlan

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. 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.



Write

3. Write True or False.

- a) Tenoch was the leader of the Aztecs. _____
- b) The Aztecs looked for an eagle perched on a tree. _____
- c) They didn't find the place Huitzilopochtli told. _____
- d) They found the island on a lake where they built their city. _____
- e) They called their city Aztlán. _____
- f) Tenochtitlan became in Mexico City. _____



Think

4. Read the information and complete the sentences.

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.

Notice that the past simple tense has a regular form for all the pronouns



Write

5. Read the sentences and write them under the corresponding picture of the story.

- **Finally**, I arrived at work **but** it was closed because today is Sunday.
- **First**, I took a shower and the water was so cold.
- **Next**, I called a taxi because my car didn't have any gasoline.
- **After that**, I cooked my breakfast and I hurt my hand with the stove.
- Today morning I woke up at eight o'clock. It was so late.
- **Then**, I got dressed **but** my clothes weren't ironed.



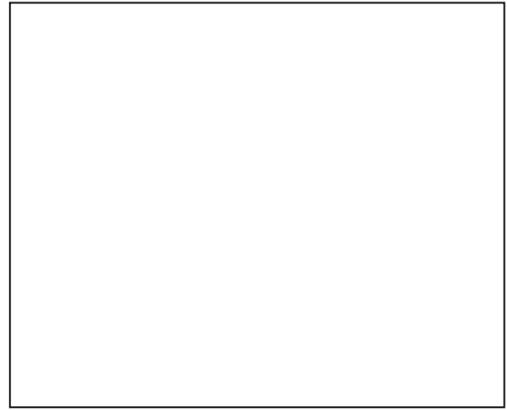
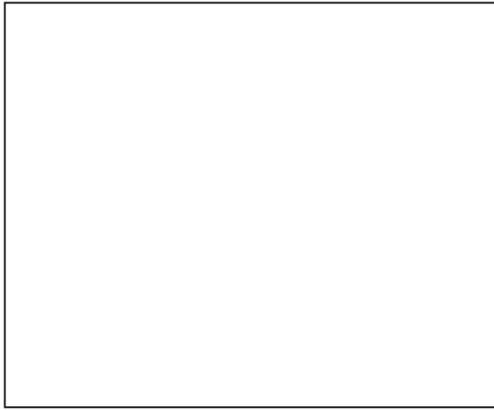






6. Write a story as you imagine it. Use the past form of the verbs in the box or other verbs that you choose.

shout	break	phone	watch	return
knock	open	be	cook	





Check your progress

Complete the sentences with information from the text.

A) This word indicates contrast: _____

B) These words indicate sequence: _____

Lesson 12



Aim: Students will use their knowledge to solve different kind of exercises about past simple tense.

Mini Check



Read

1. Read the story and underline the verbs in past simple tense then, write them on the lines.

2. Read the story again and number the pictures in the correct order.

A shopping day

One week ago Alberto's parents went to a large shopping mall. Mrs. Padilla wanted a dress and a pair of slippers for a party. She got into a boutique and tried about fifteen dresses and ten pair of slippers. Mr. Padilla was waiting for her but he was bored, so he went into a coffee shop. Finally, Mrs. Padilla bought a dress, a purse, a coat and a pair of slippers. She was going down the escalator carrying a lot of packages and she fell. She broke her leg and hurt an arm. After some days at the hospital, she went to the party. She wore her new dress, her purse and her coat but she didn't wear her new pair of slippers.





Write

3. Write True or False.

- a) Mr. and Mrs. Padilla are Alberto's parents. _____
- b) They went to the supermarket. _____
- c) Mr. Padilla was very happy waiting for Mrs. Padilla. _____
- d) Mrs. Padilla wanted to buy a skirt. _____
- e) Mrs. Padilla tried on fifteen dresses. _____
- f) Mr. Padilla had a cup of coffee at a coffee shop. _____
- g) Mrs. Padilla was at the hospital. _____

Answer the questions.

- a) What did Mr. and Mrs. Padilla do one week ago?

- b) Why? _____
- c) What happened to Mrs. Padilla?

- d) Did Mrs. and Mr. Padilla go to the party? _____
- e) Did Mrs. Padilla wear her new pair of slippers? _____



Think

4. Answer the question.

What does the past simple tense indicate? _____



Write

5. Find the past simple tense of the following verbs in the search word.

- 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

6. Look at the picture and answer the questions about Mike.

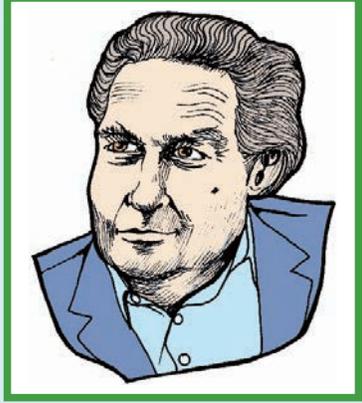
- a) Did Mike iron his uniform? _____
- b) Did he do his English homework? _____
- c) Did he wash the window? _____
- d) Did he clean his shoes? _____
- e) Did he sweep his bedroom? _____





Check your progress

Read the biography and answer the questions.

<p style="text-align: center;">Octavio Paz</p> <p>He was born in Mixcoac in Mexico City. He had the opportunity to study for a year in the United States. He wrote <i>The Labyrinth of Solitude</i> in 1950. His best known poem is <i>Sunstone</i> 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 19th, 1998.</p>	
---	--

Answer the questions.

- a) Where was he born? _____
- b) Where did he study for one year? _____
- c) What did he write in 1950? _____
- d) When did he die? _____

Lesson 13

Aim: Students will identify the past simple tense of the verb *to be* in a singular form to talk about biographies of famous people in the past.

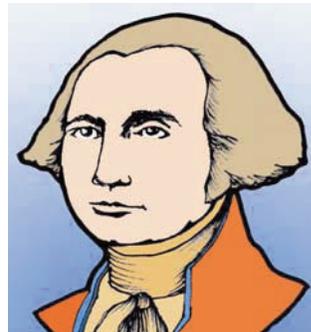
Who was the first president of the United States?



Read

1. Answer the question.

Who was he? _____



2. Read the biography.

<p>George Washington 1732 – 1799</p> <p>George Washington was the first president of the United States. He was born on February 22nd, 1732 in Wakefield, in the state of Virginia. When he was young he was a soldier. Later, he became a president. He was president from April 30th, 1789 until March 3rd, 1797. He married Martha Dandridge Custis. They didn't have any children. George died on December 14th, 1799.</p>	
---	--



Write

3. Use the information in the biography to solve the following activities.

a) Write the missing information.

Name:	
Date of birth:	
Place of birth:	
Profession:	
Married to:	
Died:	

b) Write True or False.

- A) George Washington was a president. _____
- B) **It was** his profession after being a soldier. _____
- C) He wasn't born in 1932. **He was** born in 1732. _____
- D) **He wasn't** born in Dakota. He was born in Virginia. _____
- E) Martha Dandridge Custis **was** his wife. _____
- F) **She wasn't** mother. They didn't have any children _____



Think

4. Look at the words in **bold** in exercise b) and complete the chart. Look at the example.

Pronouns	Affirmative	Negative
I	was	wasn't
_____	_____	_____
_____	_____	_____
_____	_____	_____



Write

5. Look at the pictures and write where these people were last weekend. Use the words in the box.

park	zoo	museum
beach	rock concert	home

Last weekend...

Claudia wasn't at home. She was at a _____.



Mike was in an interesting place. He was at a _____.



Mrs. Estrada wasn't at work. She had a picnic in the _____ with her family.



Jenny was very sick so she was in _____.



Mr. Bell wasn't at the office. He was at the _____.



Luis wasn't at school. He was in the _____.



6. Write about the places where you were or weren't last weekend.

Example.

I **wasn't** at home. I **was** in the library.



Check your progress

After reflection, write the missing words about the topics in this lesson.

A) In this lesson you learned that _____ are words to indicate the past simple tense of the verb **to be** in a singular form.

B) Also, we can use was/wasn't to talk about _____ where we were in the past.

Lesson 14

Aim: Students will identify the past simple tense of the verb *to be* in a plural form to talk about biographies of famous people who lived in the past.

They weren't actors, they were muralists



Read

1. Order the following words to write the names of these muralists.

Alfaro Clemente Siqueiros Jose Orozco David

a) _____



b) _____

2. Read the text.

Alberto's mother: What are you doing Alberto? Remember, you have to do your homework.

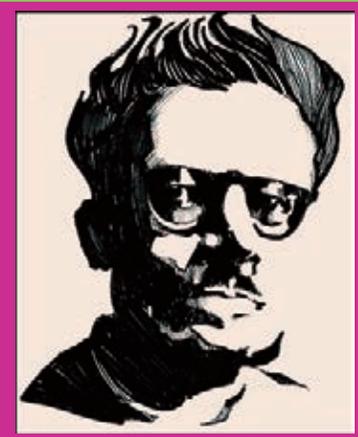
Alberto: I'm doing it, mom. I'm looking for information about some Mexican muralist on the Internet. Look, I found something.

The screenshot shows a web browser window with a green header. The address bar contains 'http://www.artsearch.com'. Below the address bar is a navigation bar with icons for back, forward, stop, mail, and print. The main content area has a yellow background with the word 'ARTSEARCH' in large, red, block letters. Below this, there are two sections. The first section is for José Clemente Orozco, with a purple background for the text and a black and white portrait of him. The second section is for David Alfaro Siqueiros, with a yellow background for the text and a black and white portrait of him.

ARTSEARCH

José Clemente Orozco

He was born in Jalisco on November 22nd, 1883. When he was seven years old he moved to Mexico City where he studied. He painted murals in Mexico and in the United States. His main topics in his murals were about Mexican history. He was an excellent and famous muralist. He died on September 7th, 1949. You can admire some of his murals in the Palacio de Bellas Artes.



David Alfaro Siqueiros



He was a Mexican muralist and painter. He was born in Chihuahua in 1896. When he was young he was a soldier in the Venustiano Carranza's army. At the end of the Mexican conflict he went to Europe where he studied. When he came back to Mexico he participated painting the murals in the Escuela Nacional Preparatoria. His most famous murals are *Proceso al fascismo* (1939) and *Muerte al invasor* (1940). He died in Cuernavaca in 1974.



Write

3. Complete the sentences with information in the web page.

- a) _____ and _____ were muralists.
- b) **They weren't** American. **They were** _____.
- c) They _____ in other countries.
- d) _____ was born in Jalisco on November 22nd, 1883.
- e) _____ was a soldier in the Venustiano Carranza's army.



Think

4. Look at the words in **bold** in exercise three and complete the chart.

Pronouns	Verb <i>to be</i> in past simple tense	
	Affirmative	Negative
you we _____	_____	_____



Write

5. Complete the chart with information about you and a classmate.

	last weekend?	yesterday morning?	at 8 last night?
Where were you...			
Where was your classmate...			

6. Use the information to write a text about you and your classmate and illustrate them.

Last weekend I was _____ _____ _____ _____ _____ _____	
---	--

	Last weekend _____ was _____ _____ _____ _____ _____
--	---



Check your progress

After reflection, write the missing words about the topics in this lesson.

A) In this lesson you learned that _____ are words that indicate the past simple tense of the verb **to be** in a plural form.

Lesson 15

Aim: Students will use the past simple tense of the verb *to be* to ask and answer questions in singular and plural form.

Was Iturbide the first president of Mexico?



Read

1. Choose the corresponding option and write it on the line.

In this subject you learn about historic events and personalities who lived in the past _____

a) Mathematics

b) History

c) Spanish

2. Read the dialogue.

Roberto: Hello Richard. We were waiting for you at the party yesterday afternoon. **Were** you at home?

Richard: **No, I wasn't.** I was at the library.

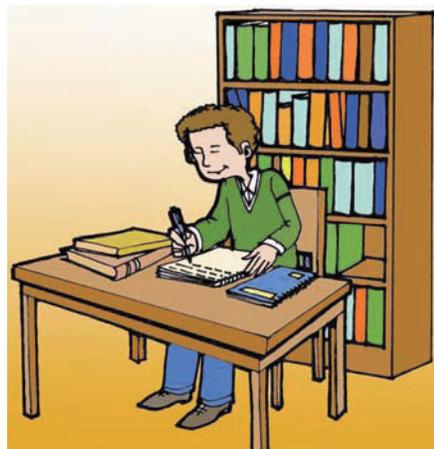


Roberto: What were you doing?

Richard: I was doing my History homework.

Roberto: What was it about?

Richard: It was about the first president of Mexico.



Roberto: **Was** Iturbide the first president of Mexico?

Richard: **No, he wasn't.** The first president of Mexico was Guadalupe Victoria. He governed from 1824 to 1829.

Roberto: Was that his real name?

Richard: **No, it wasn't.** It was Jose Miguel Ramon Aducto Fernandez y Felix.

Roberto: He was born in Durango, wasn't he?

Richard: **Yes, he was.** He was born in Villa de Tamazula, Durango on September 29th, 1786. And he died on March 21st, 1843 in the state of Mexico. But, tell about the party. **Were** you and Jenny dancing?

Roberto: **Yes, we were.** It was a fun party but we missed you.



Write

3. Use the information in the dialogue to solve the following activities.

A) Answer the questions.

a) Was Richard at the party yesterday afternoon? _____

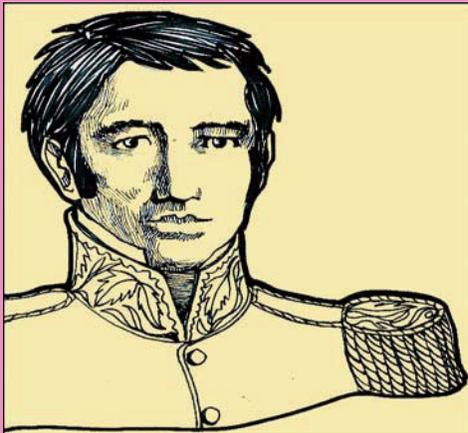
b) Was Roberto at the library yesterday afternoon? _____

c) Were Richard and Roberto at school yesterday afternoon? _____

d) Was Richard looking for information about the first president of Mexico?

e) Were Roberto and Jenny dancing at the party? _____

B) Write the missing information.



Name: Guadalupe Victoria

Real name: _____

Occupation: _____

Date of birth: _____

Place of birth: _____

Died: _____



Think

4. Look at the words in **bold** in exercise two and complete the chart.

	Pronouns	Affirmative	Negative
Was...?	I _____ _____ _____	<u>Yes, I was.</u> _____ _____ _____	<u>No, I wasn't.</u> _____ _____ _____
Were...?	_____ _____ _____	_____ _____ _____	_____ _____ _____



Write

5. Complete the chart with your information then, ask some classmates.

Questions	You	_____	_____
Were you at home last weekend?			
Was your mother at the office on Monday?			
Was your father at work last Saturday?			
Were you at school yesterday morning?			
Was your Spanish class very interesting?			
Were your friends in the zoo last Sunday?			

6. Use the information in the chart to complete the sentences.

Example:

Questions	You	Maricela	Fernando
Were you at home last weekend?	No, I wasn't.	Yes, she was.	No, he wasn't.

Last weekend Maricela was at home.

- a) Last week _____ wasn't at home.
- b) My father _____ at work last Saturday.
- c) My Spanish class _____ interesting.
- d) Last Sunday my friends _____ in the zoo.
- e) My mother _____ at the office on Monday.



Check your progress

Choose the corresponding option to complete the sentence. Write it on the line.

In this lesson you learned how _____

- a) asking for events in the present.
- b) answering questions about events in the future.
- c) answering questions about events in the past.

“was, were, wasn't, weren't” are the _____ forms of the verb to be.

- a) present
- b) past
- c) future

Lesson 16

Aim: Students will identify the structure of the past continuous.

My first day at school



Read

1. Underline the corresponding option that answers the question.

A) What was Jacky's mother doing?

- a) She was cooking.
- b) She was reading a magazine.
- c) She was reading a newspaper.



2. Read the information.

Jacky: What are you doing Mom?

Jacky's mother: I'm reading a magazine. There is an interesting article about the feelings of the students in the first day at school.

Jacky: Mom, do you remember your first day at secondary school?

Jacky's mother: Of course. I'm not so old.

Jacky: Were you nervous?

Jacky's mother: Yes, I was a little nervous.

Jacky: Did you meet someone the first day?

Jacky's mother: Yes, I did. The first day I met Marcia and she's still my best friend.

Jacky: What **were** you **wearing**?

Jacky's mother: I **was wearing** a blue dress, a black jacket and black shoes.

Teenagers time

Do you remember your first day at secondary school?

A recent survey showed that the 12 % of the students are not nervous at all, and the 20 % are not very nervous, the first day of school.

The 25 % make friends but change them in the year. Some friends made that day continue being friends later.



40 % of students just talk to their classmates and make friends later. Finally, the 35 % make friends the first day of school.

Were you nervous the first day of school?

37



Write

3. Write the percentages according to the article then, design a graph.

- _____ % of students are not nervous.
- _____ % of students are absolutely nervous the first day of school.
- _____ % of students make friends but change them in the year.
- _____ % of students just talk to classmates and make friends later.
- _____ % of students make friends the first day of school.

Draw your graphic here.



Think

4. Read the following sentences and complete the diagram.

Martha was wearing blue jeans and a yellow T-shirt.

My friends were eating sandwiches.

I was running in the park.

Marcia and Lorena were talking the first day of school.

Past continuous tense.

_____ + verb + _____



Check your progress

Order the words to write sentences and write if it is true according to your information.

a) Morning / washing / my father / dishes / was / This / the

b) were / soccer /on Sunday / playing / My brothers

c) I / yesterday / doing / was / my / homework / afternoon

d) was / my mother / dinner / Last night / cooking

Lesson 17

Aim: Students will identify the function of the past continuous.

We were cleaning the house



Read

1. Match the sentences with the pictures.

- a) Mariana was watching T.V.
- b) My friends were playing soccer.
- c) I was doing my homework.







2. Read the dialogue.

Roxana: What happened in your finger Sofia?

Sofia: I cut it yesterday.

Roxana: Why? What were you doing?

Sofia: Well, let me tell you the story. Yesterday was my mother's birthday so my family and I wanted to surprise her. We **were cleaning** the house while my mother was at her job. My father **was washing** the dishes, my brother Joaquin **was taking** out the trash, my sister Sabina **was ironing** the clothes, my brother Ernesto was sweeping and I **was cooking**. I **was cutting** some tomatoes and I cut my finger.



Roxana: What did you do?

Sofia: I washed my finger with soap and water then, I put some alcohol on.

Roxana: And what were you cooking?

Sofia: I was cooking a mushroom soup, chicken and vegetables. My father bought a chocolate cake for dessert. In afternoon we had meal together and my mother was happy.



Write

3. Use the information in the dialogue to solve the following activities.

A) Write on the line the corresponding names according to the dialogue.



B) Write True or False.

- a) Roxana cut her finger. _____
- b) Sofia and her family were watching T.V. _____
- c) Sofia's mother was cleaning the house. _____
- d) Sofia's mother wasn't at home. _____
- e) Sofia's brothers were cleaning the house too. _____
- f) Sofia's sister were cleaning the house too. _____



Think

4. Choose the corresponding option and write it on the line.

The past continuous indicates _____

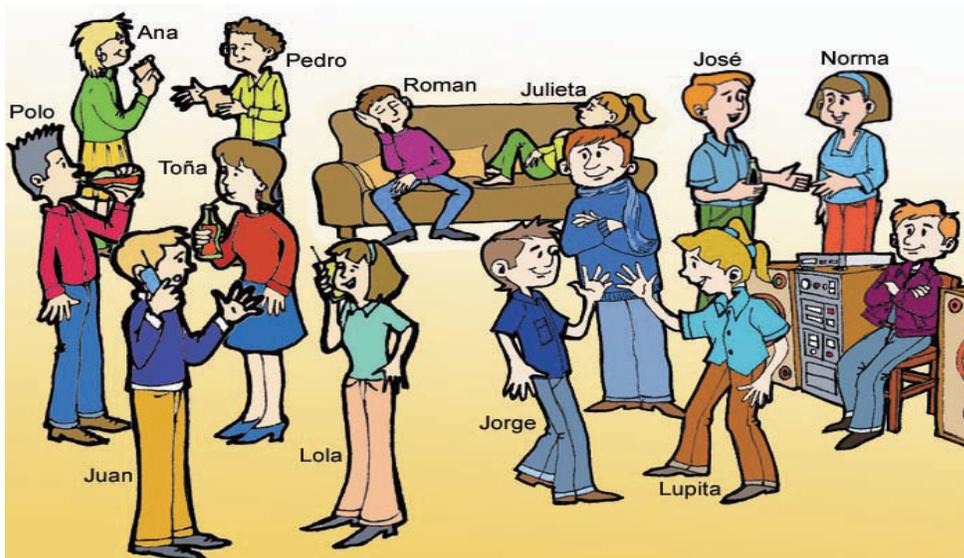
- a) actions that are happening at the moment.
- b) actions that will happen.
- c) actions that were in progress in the past.



Write

5. Look at the picture and write about what was happening. Use the words in the box.

dance	eat a sandwich	drink a soda
talk on phone	sleep on the sofa	



Last Sunday I was at a party. _____ and _____ **were dancing.**

6. Write about activities you were doing last weekend.

Last weekend I was _____



Check your progress

Answer the questions.

How do you form the past continuous? _____

When do you use the past continuous? _____

Lesson 18

Aim: Students will identify that when the past continuous and the past simple structures are used in the same sentence, the action/situation described in past simple interrupts the action described in past continuous.

Samuel was chewing gum when the teacher arrived



Read

1. Answer the following questions with information in the dialogue.

Who is she?



Who is she?



2. Read the dialogue and write the names in the correct chart.

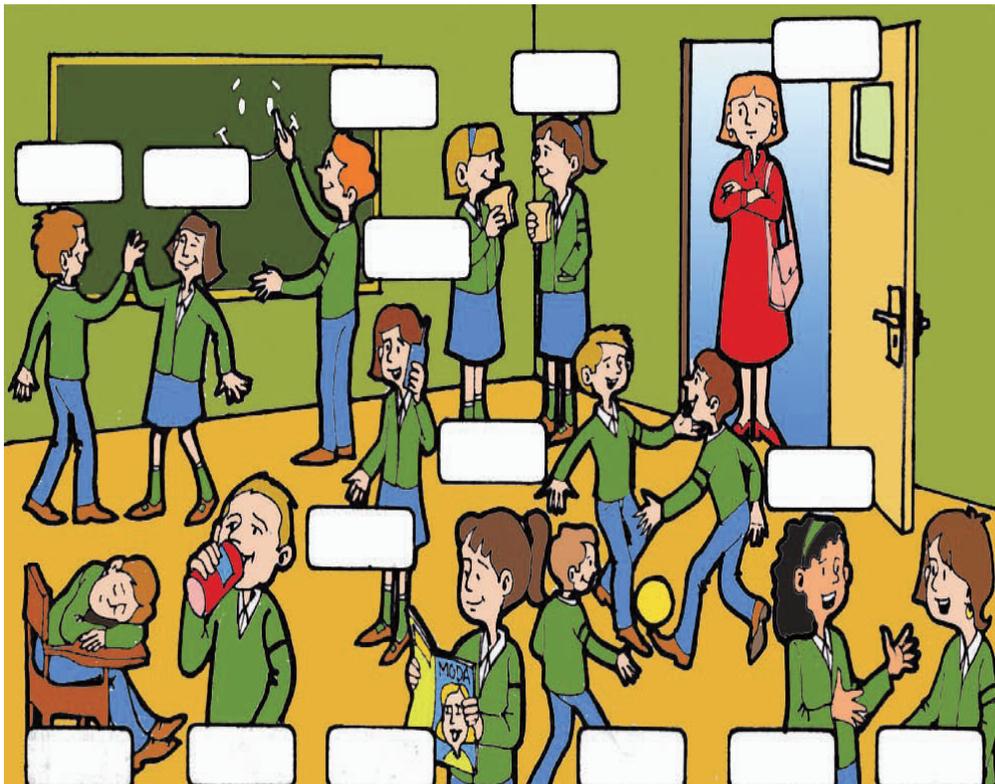
Paty: Hello, Mom.

Paty's mother: Hello, Paty. How was your day at school?

Paty: It was not good.

Paty's mother: Why? Tell me, please.

Paty: Because Miss Olalde wasn't in the classroom and when she arrived all my classmates were doing different things and doing a lot of noise. Marco was drawing on the blackboard; Alicia was eating a sandwich; Jenny and Mauricio were dancing; Saul was sleeping; Nestor was drinking a soda; Rubén, Jorge and John were playing soccer; Laura was talking on phone Susy was reading a fashion magazine, Samuel was chewing gum; and ...



Paty's mother: And what were you doing?

Paty: Well, I was talking to Rosy.

Paty's mother: And, did you finish your activities?

Paty: No, I didn't.

Paty's mother: What happened when Miss Olalde arrived into the classroom?

Paty: Miss Olalde was very angry because nobody finished the activities she indicated, so, she gave us a lot of homework.



Write

3. Write True or False.

- a) Marco **was eating** a sandwich **when** Miss Olalde **arrived** into the classroom. _____
- b) Jenny and Saul **were dancing** in the classroom **when** Miss Olalde **arrived** into the classroom. _____
- c) Samuel was chewing gum when Miss Olalde arrived into the classroom. _____
- d) All the students were working when Miss Olalde arrived into the classroom. _____
- e) Paty was talking to Rosy when Miss Olalde arrived into the classroom. _____
- f) Nestor wasn't drinking a soda when Miss Olalde arrived into the classroom. _____
- g) Students weren't doing a lot of noise when Miss Olalde arrived into the classroom. _____



Think

4. Complete the chart with information in exercise 3. Look at the example.

Past continuous		Past simple
was eating	when	arrived
were dancing		arrived

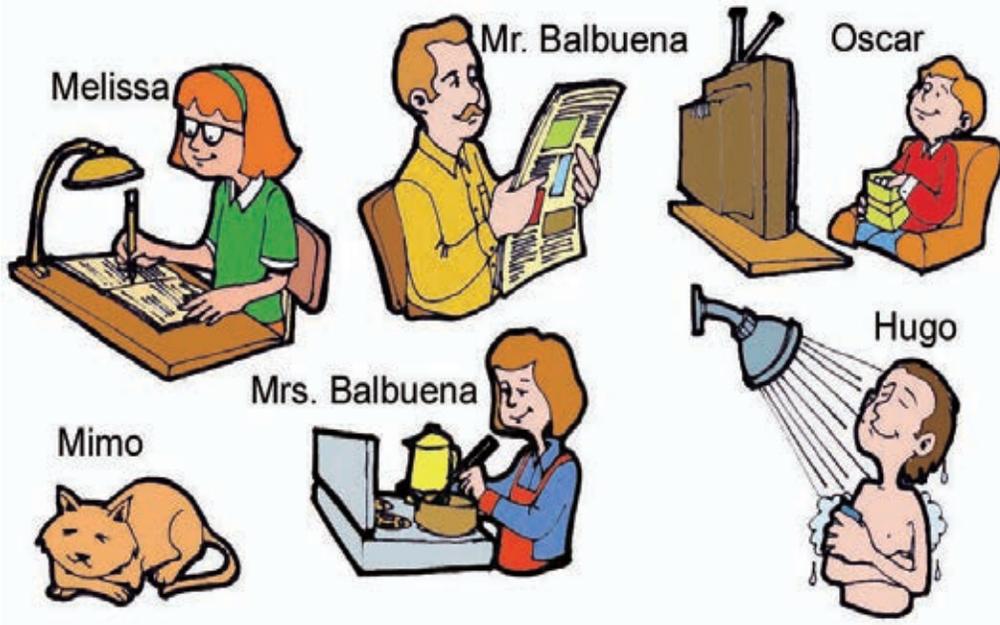
Answer the question.

What's the function of the structures past continuous and past simple in the same sentence? _____



Write

5. Look at the picture and write what Andrea and her family were doing when the lights went out.



Example:

Melissa was doing her homework when the lights went out.

6. Write what the members of your family were doing when you got home yesterday.

My mother _____ when I got home yesterday.



Check your progress

Order the words to make sentences.

on the blackboard / when / I / the teacher / was / arrived / drawing /

got home / his mother / Mario / cooking dinner / was / when /

were / We / when / Watching T.V. / went out / the lights /

Lesson 19

Aim: Students will use appropriately past continuous and past simple structures in order to produce relevant and clear texts when describing what people were doing at a certain moment in the past.

Linda and Robert were dancing when my parents got home



Read

1. Answer the questions.

Have you ever organized a party without permission from your parents? _____

What happened when they discovered it? _____

2. Read the e-mail. Underline the verbs in past simple tense and circle the verbs in past progressive.



✕ ✓ ← □ 📁 📧 📄

From: melissa@cooltown.com
 To: angela@meetme.com
 Subject: Greetings from Mexico

Dear Angela:

Hello. I want to tell you what happened to me last Saturday. I organized a big party and I invited all my friends and classmates. That was a good idea but I didn't ask for permission to my parents. They weren't at home and it was supposed they will come back on Monday morning. In the party Tom, Sandy and Mike were drinking sodas. The twins were eating sandwiches. Some friends were blowing balloons. The rest of the boys and girls were dancing. Also I invited a rock band. They are my cousins. Marcela was singing, Randy was playing the guitar, Samuel was playing the drums and Susan was playing the piano. I **was talking** to Mario **when** my parents **opened** the door! That was terrible. They were very angry. So, I told my friends the party was over and they went out from my house. That night my parents talked with me and they forgave me. I promised I won't do the same thing again. Send me back an e-mail. Bye

Regards
Melissa



Write

3. Use the information in the e-mail and complete the sentences.

- a) Tom, Sandy and Mike _____ sodas when Melissa's parents _____ the door.
- b) The twins _____ sandwiches when _____ the door.
- c) Melissa _____ to Mario when _____.
- d) The rock band _____ when _____.
- e) Some Melissa's friends _____ balloons when _____.



Think

4. Answer the questions.

a) Which tense is for an event that happened over a period of time?

b) Which tense is for an event that happened at a specific point in time?



Write

5. Work in pairs, think in a situation and answer the following questions.

a) What's the situation of your story? _____

b) Who is the main character? _____

c) Where did the story take place? _____

d) What was happening in the situation you are describing? _____

e) What was the action that interrupted the situation you are describing? _____

6. Work in pairs, use the information in exercise five to write the story and illustrate it. Use Angela's story as an example.



Check your progress

Answer the questions.

What's the function of the past simple tense? _____

What's the function of the past continuous? _____

What happen when we use both structures in a same sentence? _____

Lesson 20

Aim: Students will identify Yes/No questions and Wh-question words.

Were you washing the windows?



Read

1. Use your information to underline the corresponding answer.

Were you at school yesterday morning? Yes, I was. / No, I wasn't.

Where was your mother yesterday morning? She was at home.

She was at office.

2. Read the dialogue and complete it, look at the example. Then, write the name in the corresponding box.



Mireya's mother: Hello, honey. How was your day at school?
 Mireya: It was great.
 Mireya's mother: Why? Tell me, please.
 Mireya: Because we were working out from the classroom in our Biology class.
 Mireya's mother: **Were** you making an experiment or something like that?
 Mireya: **No, we weren't.** Our task was clean the school and plant trees and flowers.
 Mireya's mother: That sounds great. **Were** you happy doing different activities?
 Mireya: **Yes, we were.**
 Mireya's mother: Let me guess what you were doing.
 Mireya: OK.
 Mireya's mother: Were you planting a tree?
 Mireya: **No, I wasn't.** Susana was.
 Mireya's mother: Were you planting a flower?
 Mireya: No, I wasn't. Karla was.
 Mireya's mother: _____ you washing the windows?
 Mireya: No, _____. Carlos was.
 Mireya's mother: Were you sweeping the playground?
 Mireya: No, _____. Pedro was.
 Mireya's mother: Were you watering the flowers?
 Mireya: No, _____. Mariana was.
 Mireya's mother: Were you doing something?
 Mireya: **Yes, I was.**
 Mireya's mother: **What** were you doing?
 Mireya: I was supervising everything.
 Mireya's mother: And, what was your teacher doing?
 Mireya: He was cleaning the chairs.



Write

3. Answer the questions.

- a) What was Susana doing? _____
- b) What was Carlos doing? _____
- c) What was the teacher doing? _____
- d) Who was watering the flowers? _____
- e) Where were the students? _____



Check you progress

Answer the questions with your information.

What were you doing yesterday morning? _____

Where were you yesterday morning? _____

Were you at school yesterday morning? _____

Was your father at work yesterday morning? _____

Lesson 21

Aim: Students will recognize and understand short literary texts (tales or fragments of stories) in order to comment on the feelings generated by them.

Strong earthquake shakes Mexico



Read

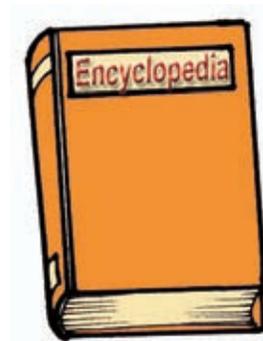
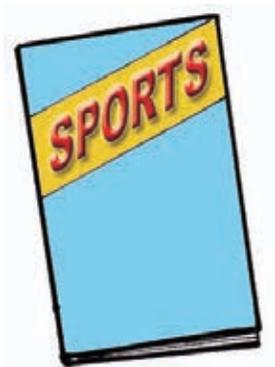
1. Underline the correct option and write it on the line to answer the question

Where does the text probably come from? _____

a) A sport magazine.

b) A newspaper.

c) An encyclopedia.



2. Read the text.

Strong earthquake shakes Mexico.

Saturday April 14th, 2007

Last Friday morning a strong earthquake of magnitude 6.0 shook Mexico. It was centered in the Pacific coastal state of Guerrero. Thousand of tourists in Acapulco fleeing into the streets in panic, other were evacuated from their hotels in pajamas. "**When the earthquake began I was sleeping** and I thought it was a dream" a tourist said. About 100 people from one community near Acapulco were evacuated to a park. There were still no reports of damage or injures in Acapulco or Mexico City, emergency services said.

THE NEWS



Write

3. Answer the questions.

- a) What is the article about? _____
- b) Where did the earthquake shake? _____
- c) What was the magnitude of the earthquake? _____
- d) Where was it centered? _____
- e) When did the earthquake happen? _____
- f) Have you ever been in an earthquake? _____



Think

4. Read the sentences.

I was sleeping **when** the earthquake began.

When the earthquake began, I was sleeping.

Write your reflection about the place of the words in **bold**. _____



Write

5. Read the sentences and write them under the corresponding picture.

When the earthquake began ...

- a) Mario was taking a shower.
- b) Susana was sleeping.
- c) Mrs. Olivares was cooking breakfast.
- d) Alan and Miguel were walking to school.
- e) I was doing exercise.
- f) The twins were running in the park.





6. Look at the picture and write a newspaper article describing what were happening when the fire brigade arrived.

Yesterday afternoon a fire burned the Castillo's house. When the fire brigade arrived to the place,





Check your progress

Circle the correct option.

The twins **were running / ran** when the teacher arrived into the classroom.

When **I did / was doing** my homework, the lights went out.

Susana **was sleeping / slept** when the doorbell rang.

Lesson 22

Aim: Students will use Wh-question words to get specific information about what was happening when an event began.

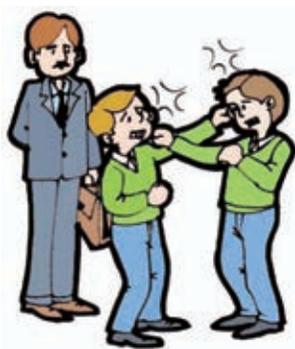
What were your family doing when the earthquake began?



Read

1. Match the sentences with the pictures.

- a) Roberto was writing an e-mail when the lights went out.
- b) Mrs. Olvera was washing dishes when the doorbell rang.
- c) Andy and Julian were fighting when the teacher arrived into the classroom.



2. Read the interview.



Reporter: Good morning. This is Luis Salazar reporting from Acapulco. This morning, inhabitants in this City felt a strong earthquake of magnitude 6.0. This is Angela. Please, tell us what were you doing when the earthquake began.

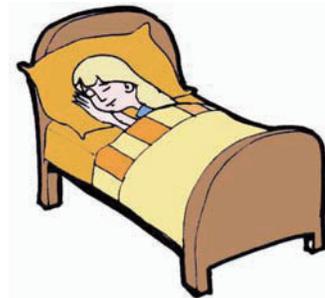
Angela: I was sleeping and suddenly I felt my bedroom shaking and I woke up.

Reporter: How do you feel now?

Angela: I'm nervous but I'm fine.

Reporter: Thanks. Over there is Mr. Olivos and his family. Please, tell us where were you when the earthquake began?

Mr. Olivos: We were in our house. We were sleeping yet. We listened Spinky, our dog, barking then, we woke up and went out from the house.



Reporter: Are you fine?

Mr. Olivos: Yes, we are.

Reporter: Finally, this is John. He is a tourist from Canada. What were you doing when the earthquake began?

John: I was dancing?

Reporter: Dancing? Where were you in that moment?

John: I was at a party. I'm on my holidays.

Reporter: How do you feel now?

John: I'm fine. I have never been in an earthquake and at a party at the same time but it's horrible.



Write

3. Answer the following questions.

a) Where was Angela when the earthquake began? _____

b) What was she doing when the earthquake began? _____

c) What were Mr. Olivos and his family doing when the earthquake began? _____

d) Where were they when the earthquake began? _____

e) Where was John when the earthquake began? _____

f) What was he doing when the earthquake began? _____



Think

4. Answer the question.

What kind of information is required when we use Wh-question words?



Write

5. Read the description and put a in the corresponding picture.

What was happening when the parents got home?

Yesterday afternoon at Murillo's house the nanny was sleeping; Alice was drawing on the wall; the baby was kissing the dog; Kevin was pouring water on the cat's head and the telephone was ringing when the parents got home.



6. Ask the following questions to a classmate.

a) What's your name? _____

b) What was your mother doing when you got home yesterday?

Lesson 23

Aim: Students will use their previous knowledge to answer different exercises using past simple tense and past continuous.

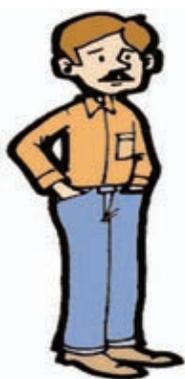
Mini Check



Read

1. Match the option with the corresponding picture.

- a) Detective
- b) Mrs. Stevens
- c) Mr. Stevens
- d) Miss Linares



2. Write the corresponding number in the to match the dialogues with the picture.

Yesterday afternoon, Miss Linares' jewels were stolen so Detective Glass is investigating.

1

Detective: Excuse me, Mrs. Stevens, what were you doing last night at 6:45?

Mrs. Stevens: I was cooking dinner.

Detective: And what were you cooking?

Mrs. Stevens: I was preparing pasta and a green salad with chicken.

Detective: That's all. Thank you very much Mrs. Stevens.



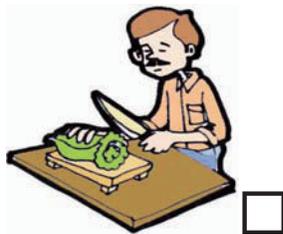
2

Detective: Mr. Stevens. What were you doing last night at 6:45?
 Mr. Stevens: Let me think. Ah, I was helping my wife cooking dinner.
 Detective: And what were you cooking?
 Mr. Stevens: Spaghetti, chicken and salad.
 Detective: That's all. Thanks.



3

Detective: Miss Linares, what were you doing last night at 6:45?
 Miss Linares: Well, last night I was getting ready to go out for a meeting.
 Detective: What time did you go out from your apartment, Miss Linares?
 Miss Linares: At seven o'clock.
 Detective: What time did you come back home?
 Miss Linares: I came back at twelve o'clock.
 Detective: That's all. Thank you very much Miss Linares.



Write

3. Answer the questions.

a) What happened last night at Miss Linares apartment?

b) What was Miss Linares doing when her jewels were stolen?

c) What were Mr. and Mrs. Stevens doing last night?

d) What were they cooking?

e) What's the Detective's name?

f) Do you think Mr. and Mrs. Stevens are saying the truth?

g) How long was Miss Linares out from her apartment? _____



Think

4. Find the past continuous of the following verbs in the search word and write them on the lines.

wash	sleep	paint	write
play	dream	cook	eat
teach			

f	w	e	r	e	w	a	s	h	i	n	g	y	w
g	t	u	w	i	o	h	c	s	g	h	g	h	t
f	t	f	c	a	t	y	b	f	j	k	l	s	r
w	a	x	w	a	s	s	l	e	e	p	i	n	g
e	s	r	t	s	d	e	d	f	t	y	u	d	j
r	w	w	a	w	e	r	a	w	e	y	h	r	e
e	e	e	a	g	w	t	y	t	d	t	f	c	w
w	e	r	e	p	a	i	n	t	i	n	g	v	a
r	r	e	o	j	s	h	y	u	i	n	t	t	s
i	f	p	p	k	d	b	h	o	p	d	g	y	c
t	v	l	l	l	r	x	g	h	l	s	t	j	o
i	w	a	s	t	e	a	c	h	i	n	g	k	o
n	n	y	m	u	a	a	s	d	r	t	u	n	k
g	y	i	b	d	m	w	e	r	t	y	u	s	i
n	m	n	d	f	i	x	c	v	b	g	t	e	n
v	v	g	c	i	n	h	j	m	n	v	a	v	g
e	n	u	i	o	g	r	t	u	l	i	s	g	y



Write

5. Ask some classmates what they were doing yesterday afternoon at 6:45 and complete the chart.

What's your name?		
What were you doing yesterday afternoon at 6:45?		

6. Use the information in the chart to write a story like the one in exercise 2. Imagine you are a detective.



Check your progress

Complete the sentences, use **was, wasn't, were, weren't**.

- a) Mariana _____ at home yesterday afternoon. She was at the office.
- b) Robert and Mario _____ at the soccer game. They weren't at home.
- c) I _____ doing my homework. I was watching T.V.
- d) My brothers _____ listening to music. They were dancing.

Lesson 24

Aim: Students will read and discuss about some important and relevant people in their community or country.

Project: A profile book. Part one



Read

Reading some biographies.

In many communities around the world, always there is or there was a person whom everyone seems to look up. That person has earned people's respect through courage or generosity or for attending the needs of the people in a community, a town or a country. Do you know if anyone is respected in your community or in a close one? What qualities does that person possess?

Mrs. Juanita Atala

A remarkable woman

She was born in Mexico City. She is a journalist. She also specialized in simultaneous translation. She has worked for Mexican television as an announcer for many years. She is also a generous and altruistic person. In 1990 Juanita and some friends founded *Ayudemos* to help the earthquake victims. Since that year *Ayudemos* has worked hard to get money, food and help for children, adolescents and old people. Juanita has received numerous national and international awards for her excellent work, effort and dedication helping people.



Jorge Medina

An excellent teacher

He was born in Mexico City. He studied to be a teacher and he specialized in geography. He has taken a lot of courses about education to improve his knowledge in order to do a good job in his area. At recent he works as an assistant director at a Secondary School in a small community in the *Distrito Federal*. He is a generous, altruistic and a good person. He always takes care of the students and holds an excellent communication with all of them. He has helped many students in their academic and personal life by listened their troubles and giving advices. He has also given courses after classes to students when they are going to present their exams to join to a high school. Sometimes he helps poor people giving them food. He hasn't received any award but he has earned respect and admiration.

MAURICIO MIRANDA

Mauricio Miranda is a boy from *La Paz, Baja California*. He is twenty two years old. He studies biology at the University. In 2004, together with some friends, he founded "Sea guards". This is an organization worried about dolphins and whales trapped in the shallow water near the beaches. Mauricio and his friends instruct the volunteers in the rescue operations for doing different activities such as put ropes around the whale's tail and towing it into deeper water. They take care of the beaches, too. They enjoy saving maritime animals.



Giving opinions.

After reading, discuss about the people in the biographies. Then, give an opinion about some important or relevant person in your community.

Lesson 25

Aim: Students will work in teams and organize information about an important person in their community or country.

Project: A profile book. Part two



Read

Choosing a person

1. Get in teams of three or four students.

2. Discuss about the types of actions that earn respect and admiration then, write a list of them.

3. Write a list of people who are admired in you community, city or country. For example: the principal of your school, a teacher in your school, the president of your town, a writer, etc.

4. Choose one person from your list and complete the chart.

Name:
Date of birth:
Place of birth:
Age:
Occupation:
Actions to earn admiration:
<hr/>

For homework, look for more information about the person you chose and wrote it in the chart. Also get a photograph about him/her.

Lesson 26

Aim: Students will write a draft of the biography about an important person in their community or country.

Project: A profile book. Part three



Read

2. Design the cover of the profile book. Use a piece of construction paper. 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.

3. Use a stapler or a clip to join all the biographies with the covers. Also you can fasten your book.

4. You can exchange your books with other groups. Also you can put them in the library of your school or in your classroom.

Lesson 28

Aim: Students will answer some exercises about past simple tense and past continuous using the knowledge learned in this unit.

Review

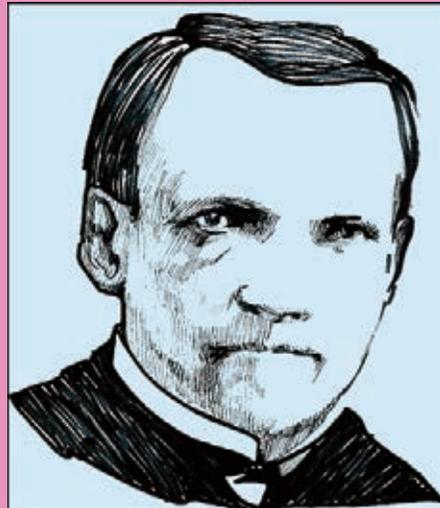


Read

1. Read the biography.

Luis Pasteur

Luis Pasteur was born in Dole, France, on December 27th, 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 *pasteurización*. This is a technique that killed the microbes that contaminated food products but did not destroy the nutrients. He was an extraordinary and talented scientist. He died at the age of 73.



2. Match the columns.

- | | |
|-----------------------------------|---|
| _____ When was Luis Pasteur born? | a) He developed <i>pasteurización</i> |
| _____ Where was he born? | b) at age of 73. |
| _____ What was his profession? | c) on December 27 th , 1822. |
| _____ What did he develop? | d) No, he wasn't. |
| _____ When did he die? | e) He was a scientist. |
| _____ Was he a teacher? | f) in Dole, France. |

3. Complete the verb table.

Verb in Spanish	Verb in English	Verb in past tense
aplaudir		
abrazar		
cocinar		
caminar		
dormir		
estudiar		
gritar		
lavar		
morir		
nadar		
necesitar		
pensar		
soñar		
unir		
vivir		

4. Order the words to form a sentence.

a) the father/was/Miguel Hidalgo/of Independence

b) soccer/Juan/with his friends/Last/played/Saturday

c) didn't/Mariana/do/homework/her/English

d) my math/didn't/study/ I /for/exam

e) developed/Luis Pasteur/"pasteurización"/the

f) talented/ was/scientist/He/a/

5. Answer the questions with your information.

a) What did you do last Saturday? _____

b) What did you eat yesterday? _____

c) Where did you go last summer? _____

- d) Did you have a math exam this week? _____
 e) Did you take a shower this morning? _____
 f) Did your mother cook dinner last night? _____
 g) Did your father buy a new car? _____

6. Join with a line the verb in present tense with its past tense. Don't cross the lines.

read		swam	
	slept		sang
		wrote	do
	sing		listen
		sleep	
			read
write		swim	
	did		listened

7. Write **Affirmative**, **Negative** and **Interrogative** on the correct line.

Did you visit Acapulco last summer? _____
 I didn't clean my bedroom. _____
 Last Friday Mariana went to the movies.

Lesson 29

Aim: Students will answer some exercises about past simple tense and past continuous tense using the knowledge learned in this unit.

Review



Read

1. Answer the following question with your information.

What was your mother doing last Friday when you got home?

2. Read the story.

Yesterday was my birthday but I was sad in the morning because I thought my family forgot it. So, I went to school. When I got home my mother was cooking meal, my father was washing his car, and my brothers were playing soccer. It looked as a common day. Later, my mother sent me to the market. When I arrived home were there my friends, my cousins and nephews. It was a surprise party. I was so happy.



← Wendy

3. Draw a picture to illustrate Wendy's story.



4. Answer the questions with information from Wendy's story.

a) What was happening when Wendy got home? _____

- b) Why was she sad in the morning? _____
- c) Who were at Wendy's house when she came back from the market?

- d) Were her brothers blowing balloons? _____
- e) What were they doing? _____
- f) Was Wendy's mother baking a chocolate cake? _____
- g) What was her father doing when she got home? _____

5. What was Robert doing at different times yesterday? Use the information in his agenda to complete the sentences.

Hour	Activity
7:30 – 1:40	Study at school
3:00 – 4:00	Have meal at home
4:00 – 6:00	Do homework
6:00 – 7:00	Play soccer with friends
7:30 – 8:30	Have dinner at grandmother's home

Example:

- a) At 12:00, he was studying at school
- b) At 3:30, he _____ meal at home.
- c) At 4:45, he _____ homework at home.
- d) At 6:50, he _____ soccer with his friends.
- e) At 7:45, he _____ dinner at his grandmother's home.

6. Match the questions with the answers.

- _____ Where were you at eleven in the morning?
- _____ Were you playing video games at 4:00 yesterday afternoon?
- _____ What was your mother doing this morning at six o'clock?
- _____ Was your father working last Sunday?
- _____ Were your brothers swimming in the pool this morning?

- a) She was preparing breakfast.
- b) No, they weren't.
- c) I was at school.
- d) No, I wasn't. I was doing my homework.
- e) No, he wasn't. He was at home.

Lesson 30

Aim: Students will answer some exercises about past simple tense and past continuous using their knowledge learned in this unit.

Review



Read

1. Read the text and write the punctuation marks.

Indians and Spanish

It was a beautiful day on the coast of Veracruz on April 21st, 1519 when Spanish arrived__ The sun was shining and the Indian children were running on the beach and swimming in the ocean__ The men and woman were working__ Suddenly __ a little boy shouted __ Look, there is monster on the ocean __ __ Every one turned and looked big galleons near the coast__ When the ships anchored__ Hernan Cortes __ his men and some horses came to the beach in small boats__ Indians believed the blond Spanish man was a god sent by Quetzalcoatl. Who do you think was more amazed__ The Spanish or the Indians__

2. Write True or False.

- a) Hernan Cortes arrived to India. _____
- b) He was from Spain. _____
- c) He arrived on April 22nd, 1519. _____
- d) People in Veracruz were having a party when Hernan Cortes arrived. _____
- e) Hernan Cortes was a god sent by Quetzalcoatl. _____
- f) He traveled by ships. _____

3. Underline the verbs in past simple tense and in past continuous in the text and write them on the line.

Verbs in past simple tense: _____

Past continuous: _____

4. Order the words to write sentences.

- a) went out/when/Mariana/was/homework/doing/the lights / her /

- b) the teacher/into/the classroom/when/Nancy and Pedro/dancing/were/arrived /

- c) got home/doing/?/were/What/when/you/your mother/

d) began/the earthquake/What?/were/doing/when/you

5. Complete the verb table.

Spanish	English	Past tense
Hacer	Do	
Lavar	Wash	
	Take	
	Iron	
Alimentar	Feed	
	Clean	
	Sweep	
	Write	

6. Answer the following questions.

a) Who was the father of the Mexican Independence?

b) Who was the conqueror of Mexico?

c) Who was the last Aztec emperor?

d) Who were the founders of Tenochtitlan?

e) Who was Tlaloc?

f) Who wrote Romeo and Juliet?

Answer key

Lesson 12 Mini Check

Page 54

1.

went bought

wanted fell

got broke

tried hurt

was wore

2.

Page 55

5	4
3	6
1	2

3.

Page 56

a) True

b) False

c) False

d) False

e) True

f) True

g) True

a) They went to a shopping mall.

b) Because Mrs. Padilla wanted a dress.

c) She fell and broke her leg.

d) Yes, they did.

e) No, she didn't.

4.

Page 56

It indicates events in a certain moment in the past.

5.
Page 57

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

6.
Page 57

- a) Yes, he did.
- b) No, he didn't.
- c) No, he didn't.
- d) Yes, he did.
- e) Yes, he did.

Lesson 23
Mini Check

1.
Page 94

<u>d</u>	<u>c</u>	<u>a</u>	<u>b</u>
----------	----------	----------	----------

3.
Page 95

- a) Her jewels were stolen.
- b) She was getting ready to go out for a meeting
- c) They were cooking dinner.
- d) Pasta, chicken and salad.
- e) Mr. Glass
- f) No, I don't.
- g) Five hours

4.
Page 96

were washing
was sleeping
were painting
was teaching
was eating
were writing
were playing
was dreaming
was cooking

f	w	e	r	e	w	a	s	h	i	n	g	y	w
g	t	u	w	i	o	h	c	s	g	h	g	h	t
f	t	f	c	a	t	y	b	f	j	k	l	s	r
w	a	x	w	a	s	s	l	e	e	p	i	n	g
e	s	r	t	s	d	e	d	f	t	y	u	d	j
r	w	w	a	w	e	r	a	w	e	y	h	r	e
e	e	e	a	g	w	t	y	t	d	t	f	c	w
w	e	r	e	p	a	i	n	t	i	n	g	v	a
r	r	e	o	j	s	h	y	u	i	n	t	t	s
i	f	p	p	k	d	b	h	o	p	d	g	y	c
t	v	l	l	l	r	x	g	h	l	s	t	j	o
i	w	a	s	t	e	a	c	h	i	n	g	k	o
n	n	y	m	u	a	a	s	d	r	t	u	n	k
g	y	i	b	d	m	w	e	r	t	y	u	s	i
n	m	n	d	f	i	x	c	v	b	g	t	e	n
v	v	g	c	i	n	h	j	m	n	v	a	v	g
e	n	u	i	o	g	r	t	u	l	i	s	g	y

Lesson 28 Review

2.
Page 103

c
f
e
a
b
d

3.
Page 103

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	live

4.

Page 103

- a) Miguel Hidalgo was the father of Independence.
- b) Last Saturday Juan played soccer with his friends.
- c) Mariana didn't do her English homework.
- d) I didn't study for my math exam.
- e) Luis Pasteur developed "pasteurización".
- f) He was a talented scientist.

7.

Page 104

Interrogative

Negative

Affirmative

Lesson 29

Review

4.

Pages 105-106

- a) There was a surprise party.
- b) Because she thought her family forgot her birthday.
- c) Her friends, cousins and nephews.
- d) No, they weren't.
- e) They were playing soccer.
- f) No, she wasn't.
- g) He was washing his car.

5.

Page 106

- b) At 3:30, he was having meal at home.
- c) At 4:45, he was doing homework at home.
- d) At 6:50, he was playing soccer with his friends.
- e) At 7:45, he was having dinner at his grandmother's home.
- f) At 11:00, he was sleeping in his bed.

6.

Page 106

c

d

a

e

b

Lesson 30

Review

1.

Page 107

It was a beautiful day on the coast of Veracruz on April 21st, 1519 when Spanish arrived. The sun was shining and the Indian children were running on the beach and swimming in the ocean. The men and woman were working. Suddenly, a little boy shouted "Look, there is monster on the ocean!" Every one turned and looked big galleons near the coast. When the ships anchored, Hernan Cortes, his men and some horses came to the beach in small boats. Indians believed the blond Spanish man was a god sent by Quetzalcoatl. Who do you think was more amazed: The Spanish or the Indians?

2.

Page 107

- a) False
- b) True
- c) False
- d) False
- e) False
- f) True

3.

Page 107

Verbs in past simple tense: arrived, anchored, believed, came, shouted, looked, turned, was, amazed.

Past continuous: was shining, were running, were working.

4.

Page 107-108

- a) Mariana was doing her homework when the lights went out.
- b) Nancy and Pedro were dancing when the teacher arrived into the classroom.
- c) What were you doing when your mother got home?
- d) What were you doing when the earthquake began?

5.

Page 108

Spanish	English	Past tense
Hacer	Do	Did
Lavar	Wash	Washed
Tomar	Take	Took
Planchar	Iron	Ironed
Alimentar	Feed	Fed
Limpiar	Clean	Cleaned
Barrer	Sweep	Swept
Escribir	Write	Wrote

6.
Page 108

- a) Miguel Hidalgo was.
- b) Hernan Cortes was.
- c) Cuauhtemoc was.
- d) The Aztecs were.
- e) The rain god.
- f) William Shakespeare.



Check your progress

Lesson 1

Page 18-19

- b) Mario went to the movies.
- c) My mother cooked a delicious cake.
- d) Juan and his friends played soccer in the park.
- e) Melissa bought a new dress.

Lesson 2

Page 22

Yesterday Julio and his brother went (go) to the movies. They watched (watch) a horror movie. They ate (eat) pop corn and drank (drink) a soda. After the movies, they visited (visit) their grandmother. She invited (invite) them to have dinner. They had (have) a good time at their grandmother's house.

Lesson 3

Page 25

Who

Where

When

What

Why

Lesson 4

Page 30

When I was young I didn't watch T.V. I read books and listened to the radio. I didn't have a wash machine. I washed my clothes by hand. In my free time I didn't go to the cinemas because in my town there weren't any of them. I fished in the river or I visited my friends and relatives.

Lesson 5

Page 33
was born
lived
became
rang
attacked
abolished
died

Lesson 6

Page 37
Verbs: Describe an action.
Vocabulary: Past simple tense verbs.
Functions: Talking about what happened in the past.
Grammar: I bought some souvenirs.
Sequence words: Indicate sequence.

Lesson 8

Page 43-44
Did you wash your uniform last Friday
Did you mother cook dinner yesterday?
Did you visit your grandmother last weekend?
Did you do your English homework?

Lesson 9

Page 47

<u>b</u>	<u>d</u>
<u>a</u>	<u>c</u>

Lesson 11

Page 50
A) but
B) First, Then, After that, Next, Finally.

Lesson 12

Page 58
a) Where was he born? in Mixcoac, in Mexico City.
b) Where did he study for one year? in the United States.
c) What did he write in 1950? The Labyrinth of Solitude.
d) When did he die? on April 19th, 1998.

Lesson 13

Page 65
A) was, wasn't
B) places

Lesson 14

Page 65

A) were, weren't

Lesson 15

Page 69

In this lesson you learned how answering questions about events in the past.
“was, were, wasn't, weren't” are the past forms of the verb to be.

Lesson 16

Page 73

- a) This morning my father was washing dishes.
- b) My brothers were playing soccer on Sunday.
- c) I was doing my homework yesterday afternoon
- d) Last night my mother was cooking dinner.

Lesson 17

Page 76

was/were + verb + ing

to talk about actions that were in progress in the past.

Lesson 18

Page 83

I was drawing on the blackboard when the teacher arrived.
Mario was cooking dinner when his mother got home.
We were watching T.V. when the lights went out.

Lesson 19

Page 86

It indicates past events in a certain moment in the past.

It indicates actions that were in progress in the past.

The action/situation described in past simple interrupts the action described in past continuous.

Lesson 21

Page 90

were running / ran

I did / was doing

was sleeping / slept

Lesson 23

Page 97

- a) Mariana wasn't at home yesterday afternoon. She was at the office.
- b) Robert and Mario were at the soccer game. They weren't at home.
- c) I wasn't doing my homework. I was watching T.V.
- d) My brothers weren't listening to music. They were dancing.

Support materials

Subjects	Suggested material
Past continuous Past simple	Newspaper. Biographies. Books, tales or stories.

Propósitos para cada lección	
Unidad 1	El propósito de ésta unidad es capacitar a los estudiantes para hablar acerca de sus recuerdos y describir acciones que pasaron cuando otras acciones estaban ocurriendo.
Lección 1	Al finalizar la sesión, los alumnos identificarán el uso del tiempo pasado simple para expresar acciones o situaciones que comenzaron y terminaron en cierto momento.
Lección 2	Al finalizar la sesión, los alumnos identificarán los verbos regulares e irregulares en tiempo pasado simple.
Lección 3	Al finalizar la sesión, los alumnos identificarán las <i>Wh-questions words</i> con la finalidad de obtener información específica sobre acontecimientos pasados.
Lección 4	Al finalizar la sesión, los alumnos identificarán el cambio en la estructura de la mayoría de los verbos irregulares en tiempo pasado simple.
Lección 5	Al finalizar la sesión, los alumnos utilizarán los dos tipos de verbos y escribirán las reglas para formar el tiempo pasado simple de cada uno de ellos.
Lección 6	Al finalizar la sesión los alumnos, describirán secuencias que indican eventos en el pasado.
Lección 7	Al finalizar la sesión, los alumnos emplearán el uso de la expresión <i>used to</i> para hablar sobre lo que las personas solían hacer frecuentemente en cierto momento del pasado.
Lección 8	Al finalizar la sesión, los alumnos identificarán el uso de <i>do</i> como verbo auxiliar para preguntar por actividades realizadas en tiempo pasado.
Lección 9	Al finalizar la sesión, los alumnos identificarán la forma negativa de <i>did</i> para expresar lo que no se hizo en cierto momento.
Lección 10	Al finalizar la sesión los alumnos identificarán las reglas gramaticales de los verbos regulares e irregulares, para el tiempo pasado simple.
Lección 11	Al finalizar la sesión los alumnos serán capaces de identificar que el pasado simple tiene una forma regular para todas las personas.
Lección 12	Al finalizar la sesión, los alumnos demostrarán el progreso de sus conocimientos resolviendo diferentes ejercicios sobre el tema pasado simple.

Lección 13	Al finalizar la sesión, los alumnos identificarán el tiempo pasado simple del verbo <i>to be</i> en forma singular, de biografías y personas sobresalientes.
Lección 14	Al finalizar la sesión, los alumnos identificarán el tiempo pasado simple del verbo <i>to be</i> en forma plural, de biografías y personas sobresalientes.
Lección 15	Al finalizar la sesión, los alumnos usarán el tiempo pasado del verbo <i>to be</i> para formular y contestar preguntas en forma singular y plural.
Lección 16	Al finalizar la sesión, los alumnos identificarán cómo se forma el pasado continuo.
Lección 17	Al finalizar la sesión, los alumnos identificarán la función que tiene el pasado continuo.
Lección 18	Al finalizar la sesión, los alumnos serán capaces de identificar que, cuando las estructuras pasado simple y pasado continuo son usadas en un mismo enunciado, la acción o situación descrita en pasado simple interrumpe la acción descrita en pasado continuo.
Lección 19	Al finalizar la sesión, los alumnos serán capaces de usar apropiadamente el pasado continuo y el pasado simple para elaborar textos relevantes y claros, describiendo lo que la gente estaba haciendo en cierto momento.
Lección 20	Al finalizar la sesión, los alumnos distinguirán entre <i>Yes/No questions</i> y <i>Wh-questions words</i> .
Lección 21	Al finalizar la sesión, los alumnos serán capaces de entender textos literarios (cuentos o fragmentos de historias), para comentar los sentimientos producidos por el texto.
Lección 22	Al finalizar la sesión, los alumnos serán capaces de hacer uso de las <i>Wh-questions words</i> , para obtener información específica acerca de algo que estaba ocurriendo cuando otro evento dio inicio.
Lección 23	Al finalizar la sesión, los alumnos evaluarán los conocimientos adquiridos en lecciones anteriores, resolviendo diferentes ejercicios, usando los temas pasado simple y pasado continuo.
Lección 24	Al finalizar la sesión, los alumnos hablarán acerca de alguna persona sobresaliente en su comunidad o país.
Lección 25	Al finalizar la sesión, los alumnos trabajarán en equipos para organizar la información acerca de una persona sobresaliente en su comunidad o país.
Lección 26	Al finalizar la sesión, los alumnos elaborarán un borrador de la biografía de la persona sobresaliente en su comunidad o país.
Lección 27	Al finalizar la sesión, los alumnos crearán un compendio de biografías, acerca de personas sobresalientes en su comunidad o país.
Lección 28	Al finalizar la sesión, los alumnos verificarán los conocimientos aprendidos en esta unidad, acerca de los tiempos pasado simple y pasado continuo, resolviendo diferentes ejercicios.

Lección 29	Al finalizar la sesión, los alumnos verificarán los conocimientos aprendidos en esta unidad, resolviendo ejercicios.
Lección 30	Al finalizar la sesión, los alumnos verificarán los conocimientos aprendidos en esta unidad, acerca de los tiempos pasado simple y pasado continuo, resolviendo diferentes ejercicios.

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3er Grado

INGLÉS III

Unit 2

Food and Drink

Unit 2

Rules and Regulations

Purpose

The purpose of this unit is to enable students to interpret and discuss rules and regulations and warning signs/notices, as well as to express obligation.

Lessons

- Lesson 31 Watch out! There's a car
- Lesson 32 Don't feed the animals
- Lesson 33 A Mexican celebration
- Lesson 34 Don't eat junk food
- Lesson 35 First aid
- Lesson 36 Don't run, don't shout and don't push
- Lesson 37 Smoking causes lung cancer
- Lesson 38 Safety instructions
- Lesson 39 Mini Check
- Lesson 40 I have to study for the exam
- Lesson 41 You must clean your bedroom
- Lesson 42 Students must wear a lab coat, they mustn't forget it
- Lesson 43 I have to do my homework and Wendy has to make a presentation
- Lesson 44 You have to classify the trash
- Lesson 45 She doesn't have to wear a uniform
- Lesson 46 Mini Check
- Lesson 47 Project: Making a set of rules. Part one
- Lesson 48 Project: Making a set of rules. Part two
- Lesson 49 Project: Making a set of rules. Part three
- Lesson 50 Review
- Lesson 51 The Christmas season

Lesson 31

Aim: Students will identify warnings when they are walking down the street.

Watch out! There's a car



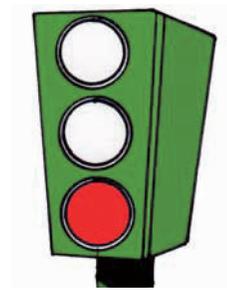
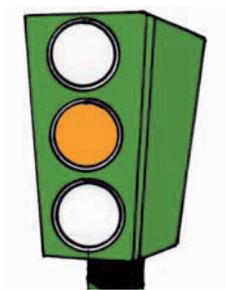
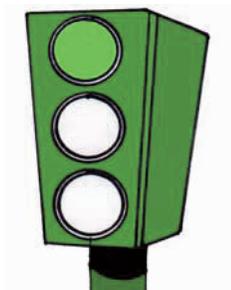
Read

1. Write the following expressions under the corresponding picture.

warning

stop

go



2. Read the dialogue.

Mauricio's mother: Let's go Mau.

Mauricio: **Stop**, Mom. The traffic light has turned red.

Mauricio's mother: You're right. Let's wait a moment.

Mauricio: Look, Mom. The traffic light is green. Now, we can go.

Mauricio's mother: **Be careful!** Mau. There's an open drain. You can fall down.

Mauricio: Oh, I see. Don't worry, Mom.

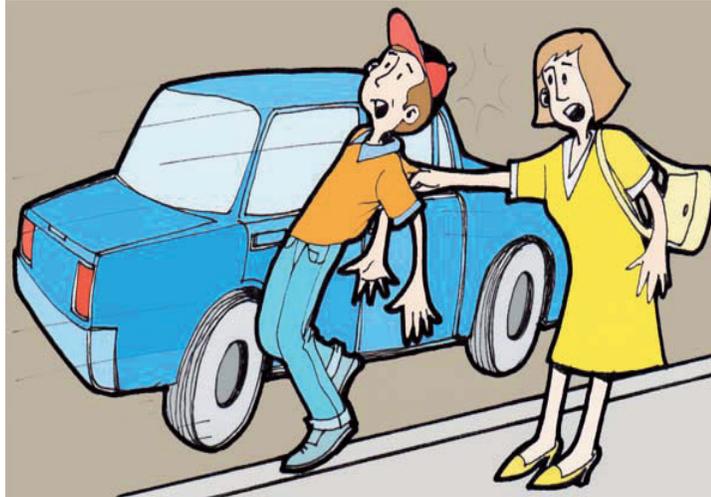


Mauricio's mother: Be careful when you are walking down the street. It is dangerous. Always walk on the sidewalk, it is safer.

Mauricio: Yes, I know. But I always **take care** of myself because I'm so intelligent and...

Mauricio's mother: **Watch out!** There's a car.

Mauricio: And I think I should listen to your advices Mom. Thanks. You saved my life.



Write

3. Write True or False.

- a) Mauricio and his mother are walking down the street.
- b) When the traffic light is green people should stop.
- c) When the traffic light is red people can go on.
- d) Walking on the sidewalk is dangerous.
- e) It is safer to walk on the sidewalks.
- f) Mauricio's mother is giving advices to him about walking down the street.



Think

4. Use the words in **bold** to complete the sentence.

These expressions indicate that there's a danger and you have to take care.



5. Write a to the signs you can see on the street.



6. Look at the pictures and write the following expressions in the corresponding bubble.

You can't smoke here

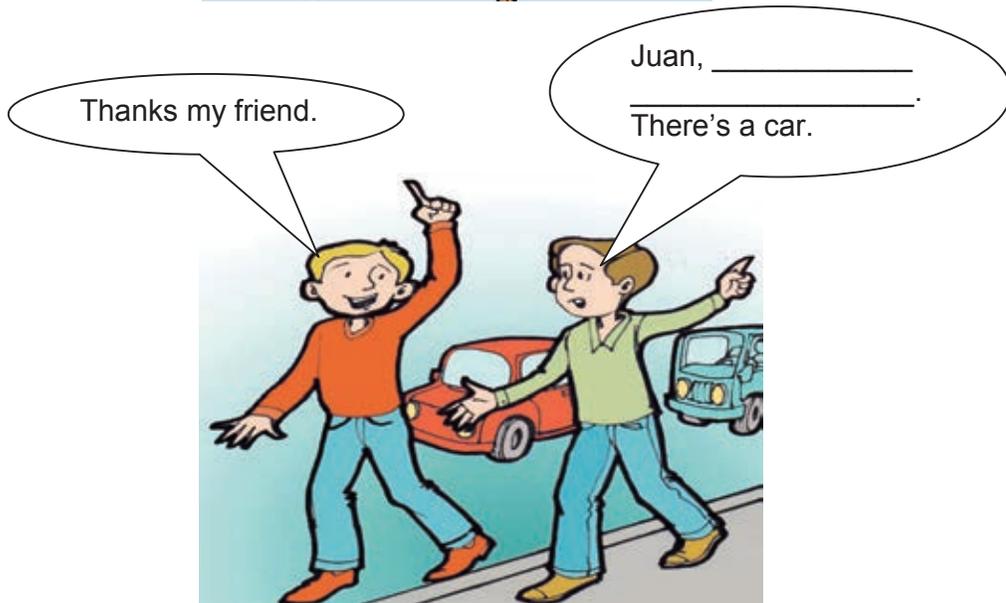
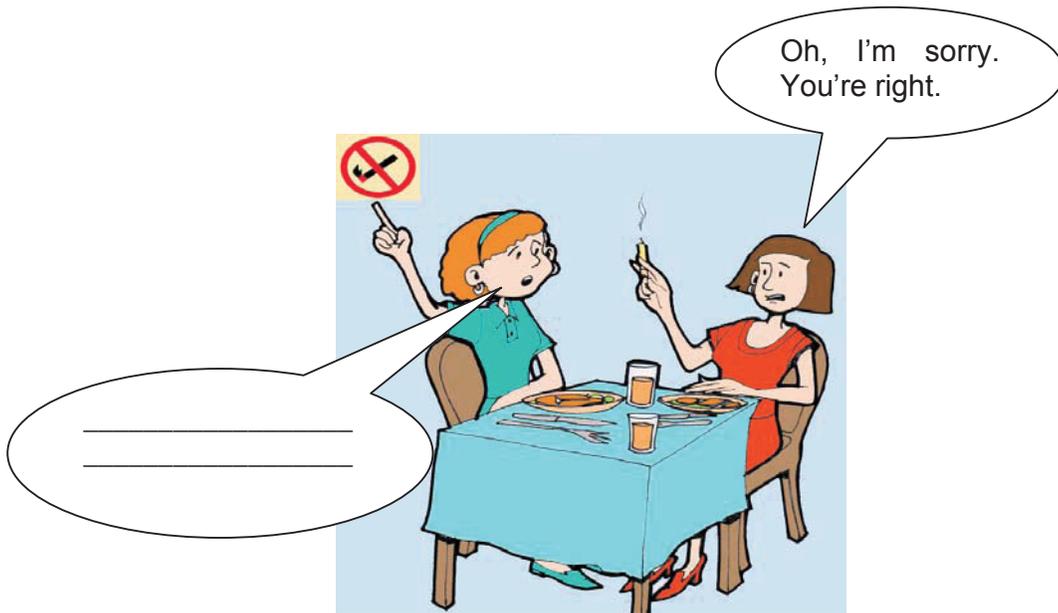
can't park

be careful!

Excuse me, _____
_____ here. This is a reserved place.



Oh!
I didn't see
the sign.



Check your progress

Read the dialogues in exercise 6 and complete the information.

You can use these expressions to forbid something. _____

Lesson 32

Aim: Students will identify that the imperative form is used to give warnings.

Don't feed the animals



Read

1. Underline the option that answers the question.

What kind of text is the one in exercise 2?

a) a letter

b) a brochure

c) an advertisement

2. Read the following information.

Teacher: Pay attention students. In our visit to the zoo we have to show an excellent behavior. Please read the advertisement, there are some warnings and precautions you have to follow inside the zoo.

WELCOME TO THE ZOO

Have a great time admiring wonderful animals. You will learn a lot of them in this place. Be careful and follow the next warnings.



Don't litter



Don't feed the animals



Respect the animals



Take care of the children



Teachers have to take care of the students



Write

3. Write True or False.

- a) Students are in a museum.
- b) The advertisement announces food and drinks.
- c) Students have to respect the animals in the zoo.
- d) In the zoo you can feed the animals.
- e) The advertisement gives some warnings to prevent accidents in the zoo.



Think

4. Complete the sentence.

The _____ is used to give warnings.



Write

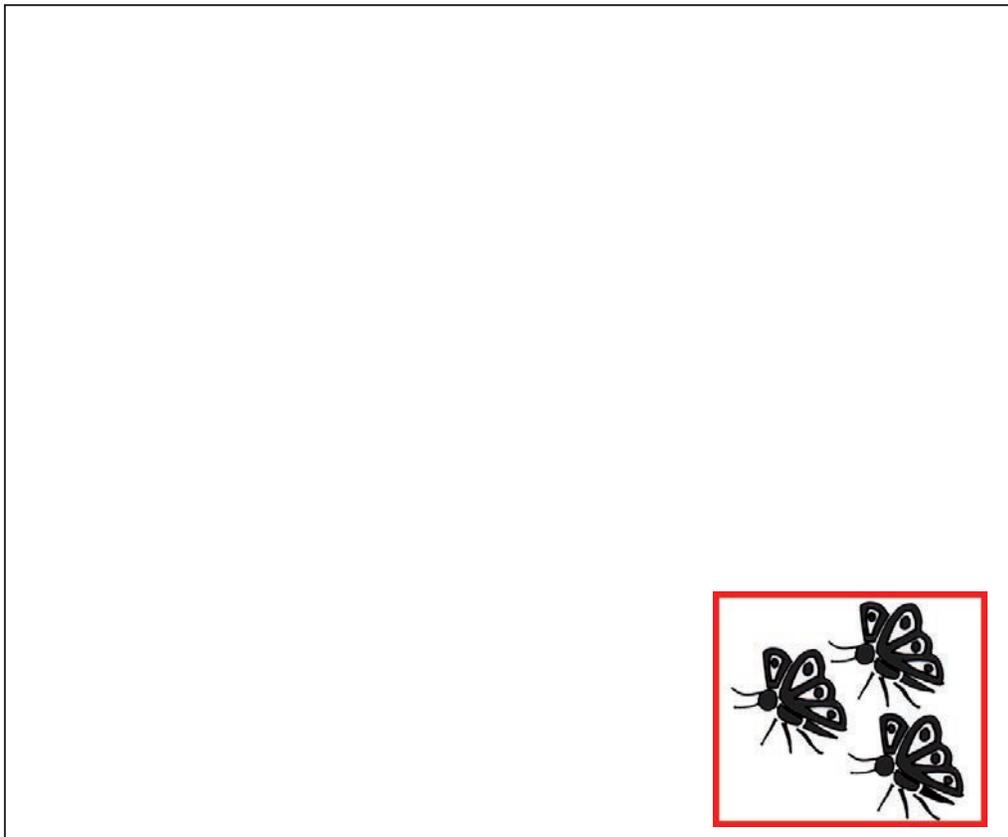
5. Look at the pictures and write the corresponding warning under each one. Use the expressions in the box.

School crossing.	Don't touch.
Don't light fires.	Don't swim.
Throw trash in the trash can.	Be quiet.
Don't smoke.	Take care of the trees.
Don't step on butterflies.	





6. Imagine you are in the forest visiting the Monarca butterflies. Use the signs in exercise 5 to draw an advertisement.





Check your progress

Answer the questions.

What's the meaning of "warnings" in your language? _____

Where can you find warnings? _____

Note: Look for information about *Día de muertos* celebration and Halloween. Also, you will need construction paper and felt pens for the next class.

Lesson 33

Aim: Students will recognize the characteristics of the *Día de muertos* celebration and Halloween.

A Mexican celebration



Read

Each country has a culture with many beautiful and interesting characteristics which are admired by other countries. It is important to know about the customs of our country in order to show them to other people. In this class you will learn about a custom of Mexico and the United States.

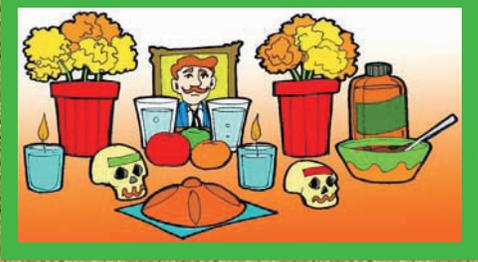
1. Get in teams and use the information about *Día de muertos* celebration and Halloween you brought to the class.
2. Share the information and write the mainly characteristics of both celebrations.

Día de muertos

Halloween

3. Write these characteristics on the construction paper. Then, make some drawings to illustrate the information.

4. Make a mural newspaper.

Día de Muertos	Halloween
	
<ul style="list-style-type: none">* Día de Muertos is a holiday celebrated on November 1st and 2nd.* Mexican people set an offering. They use <i>papel picado</i> to decorate the table where the offering is.* The offering includes fruit, food, drink and all kind of things that the dead person liked.* Mexican people visit the cemeteries and decorate the tombs with a traditional flower called <i>Cempasúchil</i>.	<ul style="list-style-type: none">* Halloween is a holiday celebrated on the night of October 31st.* Halloween activities include trick or treating, ghost tours and parties.* Children put on a disguise and go door - to - door in their neighborhoods ringing each doorbell asking for candies yelling "trick or treat".

Lesson 34

Aim: Students will use the imperative form to give advices in order to maintain a good health.

Don't eat junk food



Read

1. Look at the pictures and answer the questions.

What is Mauricio planning? _____

What's the name of Mauricio's sister? _____



Come on Ximena, everything in the list is necessary

I think your list of food and drink for the party is very large, Mau.

2. Read the following information.

Mauricio's sister: What do we need for your birthday's party, Mau?

Mauricio: We need a cake, some sandwiches and sodas, a lot of sodas!

Mauricio's sister: You shouldn't drink a lot of sodas. They contain a lot of sugar.

Mauricio: So, what are we going to drink?

Mauricio's sister: You should drink juices. We can prepare juices for the party. They will like to your friends. Look at this article and let's go to the market. And remember; **don't drink** a lot of sodas and junk food.

Healthy and Nutritive Juices.

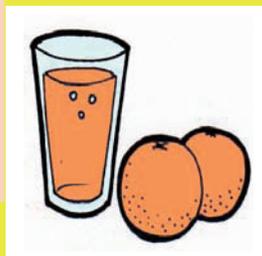
If you want to relax, help your memory, have extra energy and don't get a cold, drink a juice.

Choose one of these delicious juices:



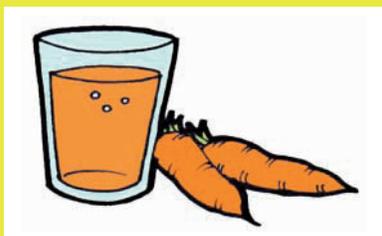
Tomato juice

If you want a lot of energy for the whole day, drink a glass of tomato juice at breakfast.



Orange juice

It is an excellent resource of Vitamin C. If you drink it frequently you will avoid colds.

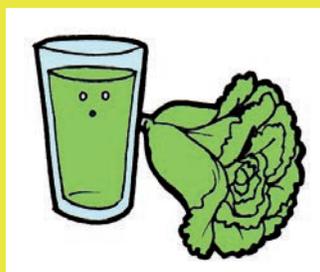


Carrot juice

It is a delicious juice. It is a good option for your sight and skin.

Lettuce juice

All people suffer stress. It is a major problem of modern life. When you feel stressed, drink a glass of lettuce juice to relax.





Write

3. Answer the questions.

- a) Are juices nutritive? _____
- b) Which juice helps to relax? _____
- c) Which juice has a lot of Vitamin C? _____
- d) If you are stressed, what should you drink? _____
- e) Does carrot juice help to maintain a good sight? _____
- f) Which juice is good for skin? _____
- g) Why do you think sugar isn't good for health? _____



Think

4. Answer the question.

What does the imperative form indicate?



Write

5. Look at the pictures and classify them in the corresponding category.



Healthy food

Junk food

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

6. Use the following sentences to complete the dialogue. Then act it with a classmate.

- Yes, I prefer healthy food to junk food.
- Don't eat a lot of junk food and sodas.
- hamburgers, potato chips, hot dogs and sodas
- a green salad, chicken and an orange juice.
- Why don't we eat a hamburger and a big soda?

Ximena: I'm hungry.

Pedro: _____

Ximena: I prefer something more nutritive. I want _____

Pedro: That's sounds great. Do you like healthy food?

Ximena: _____

And what about you?

Pedro: Well, I love _____. Also, I like vegetables and fruits.

Ximena: _____. They are not good for health. You can get weight and that causes many diseases.



Check your progress

Match the picture with the corresponding expression.

- a) Don't eat junk food
- b) Don't smoke
- c) Don't drink alcoholic beverages

You can follow the following advices to keep a good health:







Lesson 35

Aim: Students will give advice and precautions for certain situations and accidents.

First aid



Read

1. Match the pictures with the expressions.

- a) Keep out of the reach of children
- b) Toxic
- c) Don't leave hot food unattended







2. Read the dialogue. Then, read the brochure and complete it with the corresponding word.

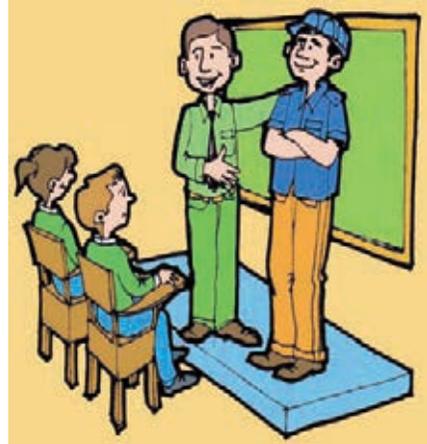
Teacher: Good morning students.
Today we have the visit of Mr. Castillo. He is a first aid instructor and he's going to talk about the most common accidents at home. Also, he is going to tell us what we should do in case of an accident.

Students: Nice to meet you.

Mr. Castillo: Nice to meet you too. Do you know what are the most common accidents at home?

Juliana: They are burns and cuts.

Mr. Castillo: Yes, you're right. Please, read the brochure that I'm going to give you.



Accidents at home

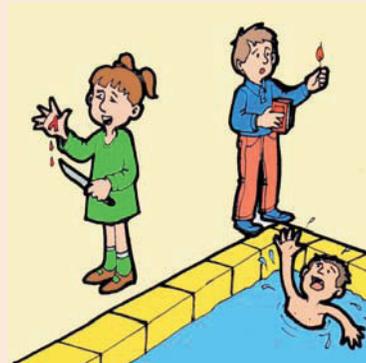
Why do accidents occur at home?



Most accidents occur at home because we are not careful. The victims are, mainly, children. Also, adults and pets can suffer an accident.

The most common accidents are:

- Burns
- Fires
- Cuts
- Falls
- Drowning
- Suffocation



How can we avoid the accidents?

1. Don't leave the stove unattended while somebody is cooking.
2. _____ leave toys on stairs.
3. _____ leave knives or scissors within reach of children.
4. Take care of children when they play near of swimming pools.
5. Keep plastic bags away from children.
6. Keep matches and cigarette lighters away from children



Write

3. Use the information in the brochure to complete the chart. Write the corresponding precaution for each situation.

Situation	Precaution
Burns	
Cuts	
Drowning	
Suffocation	
Fires	
Falls	



Think

4. Underline the corresponding option to answer the question.

What does the imperative form indicate?

- a) Obligation
- b) Prohibition



Write

5. Read the dialogue.

Mr. Castillo: Now, you know what the most common accidents at home are. Also, you know how avoid them. Do you have any question?

Mauricio: Yes, I have. What should we do if we have an accident at home?

Mr. Castillo: That's an interesting question. Pay attention, please. In the case of drowning, you should give artificial respiration. In the case of a broken bone, immobilize the area. In the case of a cut, cover the cut and press hard to make the bleeding stop.



Paola: What should I do in the case of poisoning?

Mr. Castillo: You shouldn't make the person vomit.

You should take the person to the hospital with the container of poison.

Misael: What should we do in the case of an electric shock?

Mr. Castillo: You should turn the electric supply off.

6. Use the information in the dialogue to answer the questions.

a) What should you do in the case of drowning?

b) What should you do in the case of a broken bone?

c) What should you do in the case of a severe cut?

d) What should you do in the case of poisoning?

e) What should you do in the case of an electric shock?



Check your progress

Complete the chart as you consider, follow the example.

Situation	Warning	Advice
An earthquake	Don't run, Don't shout, Don't push	You should follow indications
A poisoning		
A fire		
A fall		

Lesson 36

Aim: Students will be able to identify the signs in a specific situation in order to take precautions.

Don't run, don't shout and don't push



Read

1. Mark with the warnings in case of an earthquake.

Don't panic

Run

Use stairs

Light fires

Don't push

Don't eat

Don't run

Don't use elevators

Don't shout

2. Read the dialogue then, write the corresponding expression in **bold** under the picture.

Teacher: Good morning boys and girls.

Today we are going to do an earthquake simulation.

Also, we are going to draw signs and write some warnings on a piece of paper.

Mariana: What are we going to do with that signs?

Teacher: We are going to put them on the walls around the school.

Ernesto: What should we write and draw?

Teacher: Some precautions to prevent accidents. Does somebody have an idea?

Araceli: For example: **Use stairs.**

Mario: **Don't use elevators.**

Luisa: **Don't run.**

Jorge: **Don't stay next to the windows.**

Teacher: That's right. What else?

Roberto: **Go to a safe place.**

Lucero: **Follow the indications.**

Teacher: Excellent. Now, let's go to work. After that, please put your posters on the blackboard to check them.





Write

3. Answer the questions.

a) What is the teacher talking about to the students?

b) What should we do in case of an earthquake?

c) Do you think is it dangerous to use elevators in case of an earthquake? Why?

d) Is it safe to stay next to the windows in case of an earthquake? Why?



Think

4. Underline the option that answers the question.

The imperative form just has a negative form.

Note: Do + not = don't

How do you form the imperative form?

a) Do + not + adjective

b) Do + not + verb

c) Does + not + verb



Write

5. Read the following information.

TAKE CARE OF OUR ENVIRONMENT

How can we do it?

- Save energy
- Save water
- Classify the garbage
- Recycle
- Don't litter
- Take care of the forest



We need to develop good habits

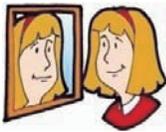
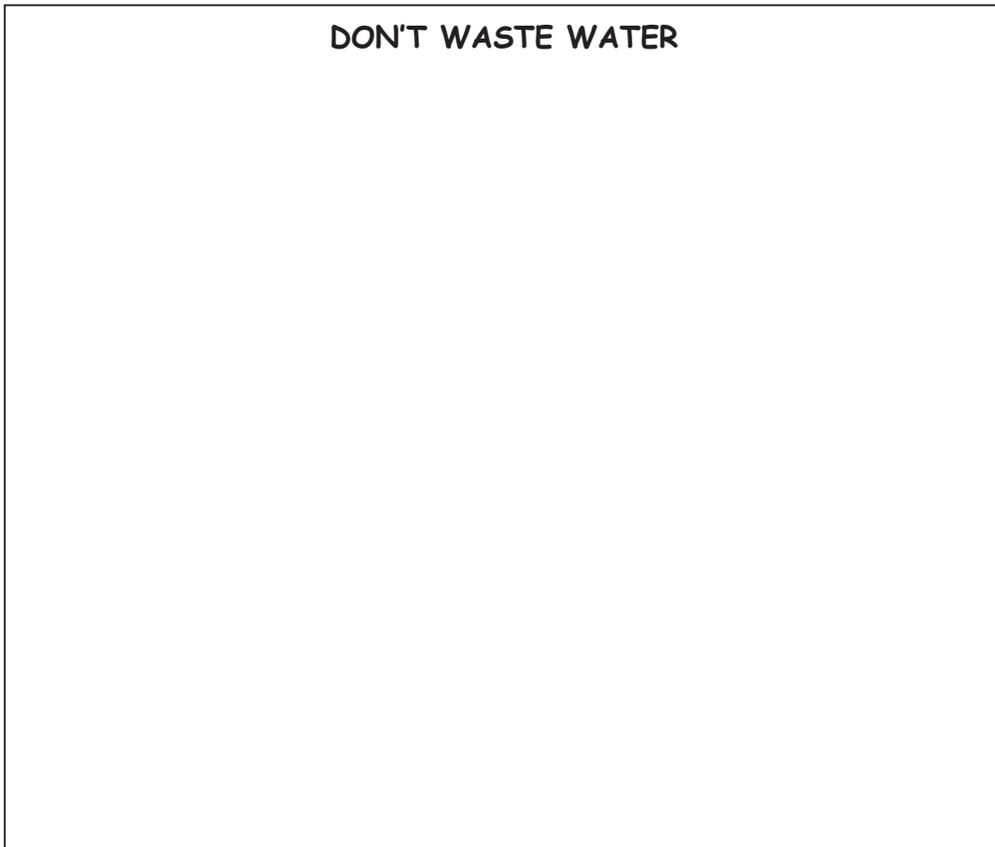
Mark with the actions to save energy.

DON'T WASTE ELECTRICITY

- Don't leave the refrigerator door open.
- Turn off the lights when you aren't at home.
- Don't iron at night, it consumes more energy.
- Don't take long showers.
- Turn off the electrical appliances when you are not using them.
- Don't wash the car with a hose.
- Wash a lot of clothes at one time.
- During the day don't turn on the lights.
- Turn on only the lights you need.
- Use a few of water to wash the dishes and clothes.

6. Use the actions you didn't mark to write a list of recommendations to save water and illustrate it. You can make a poster and put it on the walls in the school.

DON'T WASTE WATER



Check your progress

Read the rules and decide if they are correct. If they are incorrect, change them.

Example:

correct Take care of the forest, don't light fires.

incorrect Put metal plates in the microwave oven.

Don't put metal plates in the microwave oven.

- _____ Smoke in the hospital. _____
- _____ Help older people to cross the street. _____
- _____ Eat vegetables and fruit. _____
- _____ Swim after eating. _____
- _____ Smoking is good for health. _____

Lesson 37

Aim: Students will use the imperative form to give warnings to prevent health problems.

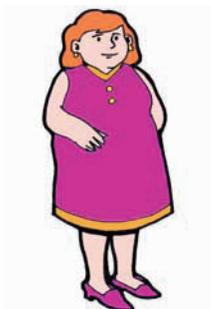
Smoking causes lung cancer



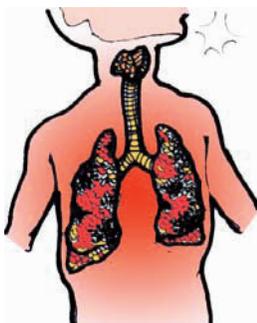
Read

1. Look at the pictures and put to the problems that smoking causes.

excess weight



lung cancer



yellow teeth



2. Read the following information.

Mauricio: Dad, don't smoke. That is bad for your health.

Mauricio's father: Just one cigarette.

Mauricio: Read this article, please.

HEALTH NEWS

Smoking causes lung cancer to people who smoke every day and people who are "passive" smokers. Smoking and inhaling other people's smoke is bad for health. Lung cancer is one of the main causes of death in young and old people. Cigarettes also prevent normal development in babies of mothers who smoke. People who smoke can't do exercise because they often have bad breathing. **Don't smoke and be careful** not to spend a lot of time with people who smoke.





Write

3. Write True or False.

- a) Smoking is good for health.
- b) Smoking doesn't cause lung cancer.
- c) Mauricio's father likes smoking.
- d) Mauricio suggests his father don't smoke.
- e) Being a passive smoker is bad for health.
- f) People who smoke have bad breathing.



Think

4. Answer the question.

What's the function of the words in **bold** in the article?



Write

5. Think in a health problem and look for information about it then, answer the questions.

a) What's the problem?

b) What are the causes of this problem?

c) Who does this problem affect?

d) Give some actions to prevent this problem.

6. Use the information in exercise 5 to write an article like the one in exercise 2.



Check your progress

Underline the corresponding option.

What do the words in **bold** in the article suggest?

- a) Obligation
- b) Prohibition

Lesson 38

Aim: Students will identify safety instructions in order to use electric appliances.

Safety instructions



Read

1. Write YES or NO.

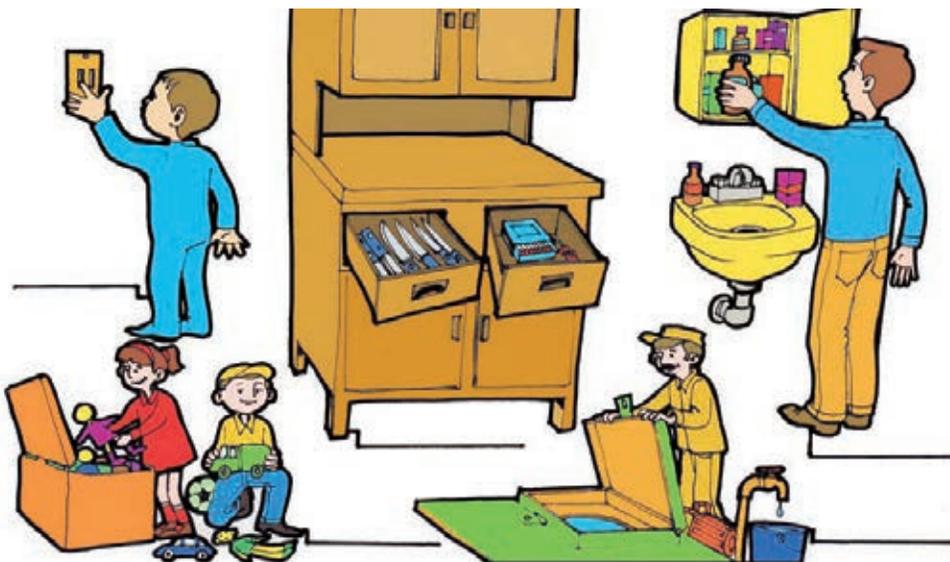
Are these rules correct on the street?

- a) Walk on the street, not on the sidewalk.
- b) Cross the street with the traffic light red.
- c) Help older people to cross the street.
- d) Cross the street with the traffic light is green.

2. Read the dialogue and write the number in the corresponding line.

Mrs. Robles: Family, today we are going to do some activities in order to have a safer house.

Mr. Robles: What are we going to do?



Mrs. Robles: Dad, please cover all the wall sockets. (1)

Mr. Robles: Why?

Mrs. Robles: **Because** the baby could get an electric shock. Then, cover the cistern. (2)

Mr. Robles: You're right.

Mrs. Robles: Any and Arturo, please pick up all your toys. (3) Don't leave them on the floor **because** somebody could fall.

Any and Arturo: Yes, Mom.

Mrs. Robles: Carlos, keep medicine away from children. Keep them in the medicine cabinet, please. (4)

Mr. Robles: What are you going to do, Mom?

Mrs. Robles: I'm going to keep knives and matches in a drawer away from the children. (5)

Carlos: You had a good idea, Mom. We can avoid some accidents.



Write

3. Match the columns.

- _____ Cover the sockets.
- _____ Cover the cisterns.
- _____ Don't leave toys on stairs.
- _____ Keep medicine away from children.
- _____ Keep knives away from children

- a) Because somebody could fall and drown.
- b) Because they are poisonous for children.
- c) Because a baby could get an electric shock.
- d) Because children could suffer severe cuts.
- e) Because somebody could fall and break a bone.



Think

4. Underline the corresponding option that answers the question.

What does the word **because** indicate?

- a) alternative
- b) sequence
- c) cause



Write

5. Mark with the safety instructions to use an electric appliance.

- Don't place it on a bed, sofa or rug
- Don't use it in the bathroom
- Don't eat junk food
- Don't use it during an electrical storm
- Always unplug it after use
- Don't place where it can fall
- Don't feed the animals
- Don't use or place near water
- Don't drink. It's poison
- Don't touch with wet hands



To reduce the risk of death by electric shock:

- Danger, keep away from water
- Always unplug it after use
- Don't use it while bathing
- If dryer falls into water, unplug it immediately

6. Design a brochure with safety instructions to use an electric appliance.



Check your progress

Order the words to write sentences.

a) medicine / away / children / Keep / from

b) fires / Don't / light

c) hands / Don't / with / touch / wet

Lesson 39

Aim: Students will use their knowledge in order to answer exercises about warnings.

Mini Check



Read

1. Look at the picture and answer the questions.

a) Where are the students? _____

b) What are they doing? _____

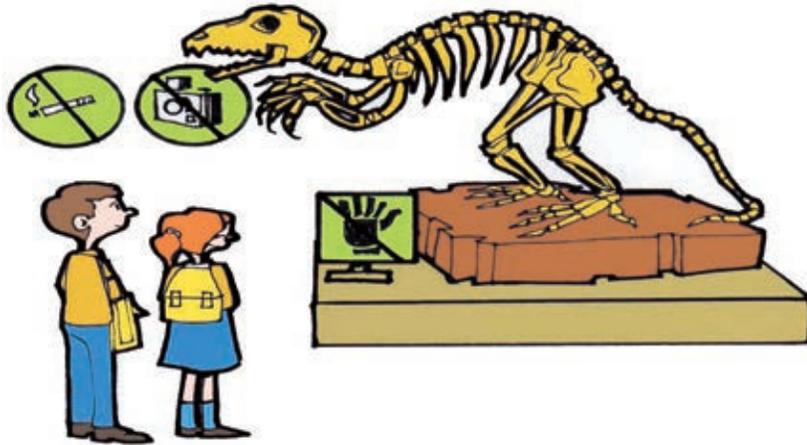
c) Is it allowed to touch the objects in a museum? _____

d) Write the warnings that the signs in the pictures indicate.

1) _____

2) _____

3) _____



2. Read the text.

Hello. I'm Mr. Morales. I'm the director of a museum. I'm very worried about the behavior of the people when they visit it. They don't attend the warnings. The students always touch the skeleton of the dinosaur; they run around the rooms; they make a lot of noise and eat candies all the time. Some people smoke in the rooms, drink sodas and take pictures. It is important to take care of the objects in a museum, read the signs and follow the warnings. If you visit a museum, show a good behavior and respect all you can see.

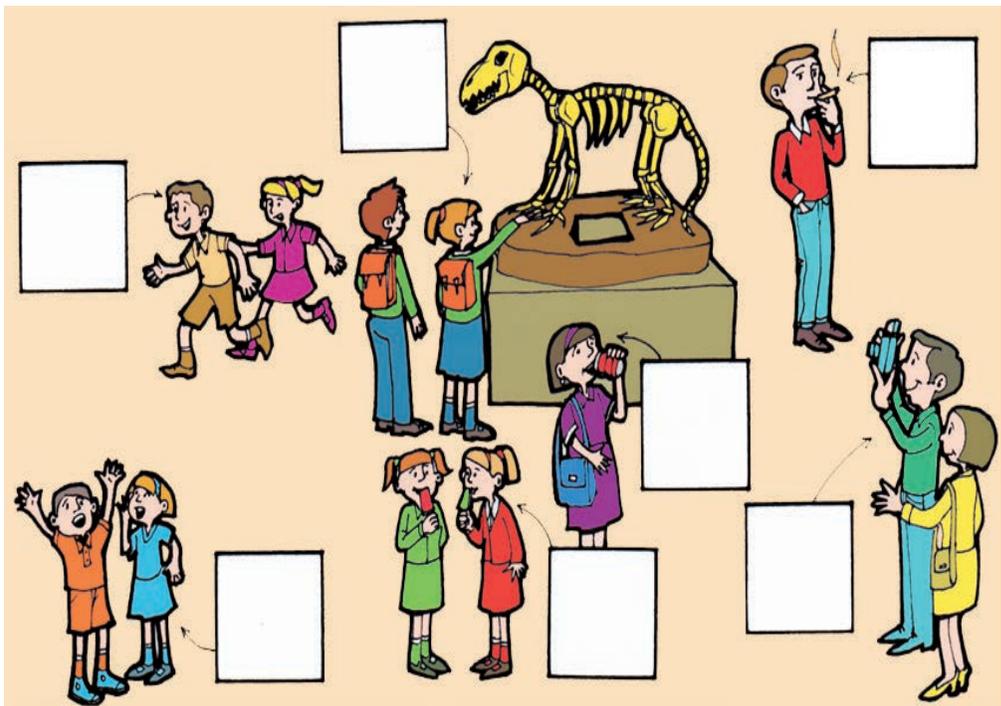




Write

3. Write the corresponding warning in the box.

Don't run	Don't touch	Be quiet	Don't eat
Don't drink	Don't take pictures	Don't smoke	



Think

4. Classify the following warnings as you consider.

- | | |
|----------------------------------|-------------------------|
| Don't touch | Don't shout |
| Don't feed the animals | Take care of the water |
| Don't smoke | Don't take pictures |
| Don't run | Don't disturb the lions |
| Put the garbage in the trash can | Be quiet |

At school	At a hospital	At the zoo	At a museum



Write

5. Match the warnings with the pictures.

- a) Watch out! There's a car
- b) Don't park
- c) Don't touch with wet hands
- d) Don't leave toys on stairs
- e) Warning! High voltage

- f) Don't use near water
- g) Reserved
- h) Don't move! There's a snake
- i) Don't feed the animals















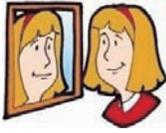




6. Write True or False.

- a) Smoking is good.
- b) In case of a fire, call the fire brigade.
- c) Drinking juices is good for health.
- d) Junk food is nutritive.

- e) If you visit a forest, don't light fires.
- f) Be careful when you walk on the street.
- g) Leaving toys on stairs isn't dangerous.



Check your progress

Read the warnings and underline the place where the students are.

- Don't give food to any animal
- Don't collect any plants or animals
- Don't swim in the river
- Don't litter
- Don't eat any plant or fruit

- a) The students are visiting a museum.
- b) The students are visiting a hospital.
- c) The students are visiting the forest.

Lesson 40

Aim: Students will identify the function of the words "have/has".

I have to study for the exam

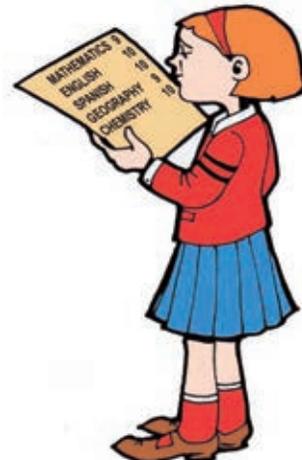


Read

1. Mark with ✓ to the activities that answer the question.

What do you have to do to get good grades at school?

- I have to study for exams. _____
- I have to play in the classroom. _____
- I have to do my homework. _____
- I have to be a lazy student. _____
- I have to participate in class. _____
- I have to sleep in the classroom. _____
- I have to pay attention to the teacher. _____



2. Read the dialogue.

Ring, ring

Fernando: Hello. This is Fernando.

Aunt Norma: Hello. How are you?

Fernando: I'm fine. Aunt, can Pablo go to the soccer game this afternoon?

Aunt Norma: I don't think so.

Fernando: Why?

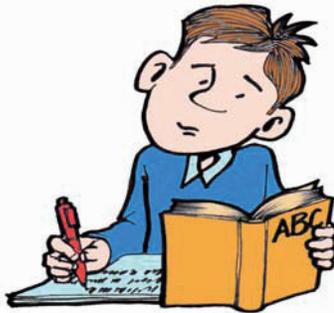
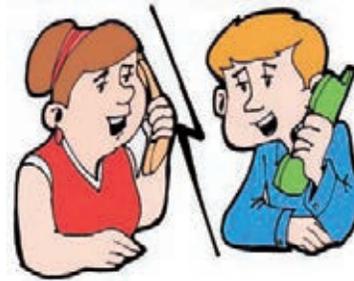
Aunt Norma: Because he **has** to study for the exams.

Fernando: So, can Antonio come to my house to play videogames?

Aunt Norma: No, he can't.

Fernando: Why?

Aunt Norma: Because he **has** to do his homework.



Fernando: And, what about Lucy?

Aunt Norma: She **has** to go to her swimming classes. Why don't you come next Saturday?

Fernando: I would like but I can't. I **have** to visit the dentist on Saturday morning and in the afternoon I **have** to do my chores and homework. Can I go on Sunday?

Aunt Norma: Yes, of course.



Write

3. Answer the questions.

a) What does Lucy have to do?

b) What does Antonio have to do?

c) What does Pablo have to do?

d) What does Fernando have to do on Saturday morning?

e) What does Fernando have to do on Saturday afternoon?

f) When is Fernando going to visit his cousins?



Think

4. Underline the option that answers the question.

What's the function of the words in **bold** in the dialogue?

- a) They ask for permission
- b) They indicate obligation
- c) They indicate possession



Write

5. Look at the picture and mark with ✓ to the activities that Hugo has to do.



- ___ make his bed
- ___ do his homework
- ___ clean his bedroom
- ___ clean his shoes

- ___ wash the window
- ___ iron his lab coat
- ___ wash his tennis shoes
- ___ wash his uniform

6. Use the information in exercise 5 to complete the dialogue. Then, act it.

Ring ring

Hugo: Hello. Who's calling?

Any: Hi, this is Any. I want to invite you to my birthday party this afternoon.

Hugo: I would like going but I can't.

Any: Why?

Hugo: Because I have to do my chores. I have to _____

and _____

Any: Well, I have to do many things too. I have to blow balloons; I have to help my mother to cook a delicious chocolate cake; I have to call some other friends; I have to...

Hugo: I think, I have to do my chores quickly and I have to go to your party.

Any: That's a good idea. See you later.



Check your progress

Write have or has.

He _____
She _____
It _____

I _____
You _____
They _____
We _____

Lesson 41

Aim: Students will identify that the word "must" is used to indicate obligation.

You must clean your bedroom



Read

1. Underline the good habits at home.

- You must help your mother.
- You must make your bed.
- You must play soccer in the house.
- You must maintain your bedroom dirty.
- Your pet must sleep on your bed.



2. Read the following information.

Liliana: Hi, Mom. What are you doing?

Mother: I'm making a poster about some good habits at home. I'm going to put it on the wall. In this way you won't forget them.

Good habits at home

- You **must** make your bed.
- You **must** clean your bedroom.
- You **must** keep your clothes in the closet and in the drawers.
- You **must** order your books and toys.
- You **must** help with the home chores.
- You **must** wash your clothes.
- You **must** clean your shoes.
- You **must** feed your dog.
- You **must** help your mother with some activities.



Write

3. Answer the questions.

a) Why is it important to have good habits at home?

b) Is taking a shower everyday a good habit? _____

c) If you have a pet, you must take care of it. Is it true or false? _____

d) Each member in a family must help to do the chores at home. Is it true or false? _____

e) What are the activities you must do at home? _____

f) What are the rules you must obey at school? _____

g) Is Liliana's mother writing a letter to her family? _____

h) What is Liliana's mother doing? _____



Think

4. Answer the question.

What word do we use for rules? _____

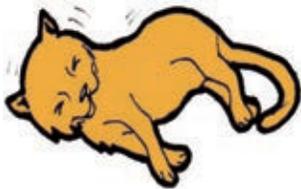


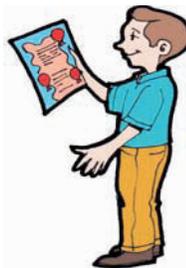
Write

5. Match the situations with the pictures. Then, match the rules with the situations.

- a) A friend invites you to a party at night.
- b) You arrive late to school.
- c) You were absent at school because you are sick.
- d) Your father gives you a cat.
- e) You have a difficult mathematics exam.
- f) Your cat is sick.

- _____ You must have a sick note from the doctor.
- _____ You must carry it to the vet.
- _____ You must wake up earlier.
- _____ You must take care of it.
- _____ You must study hard.
- _____ You must be early at home after the party.

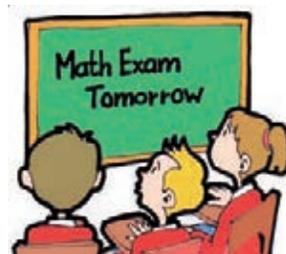












6. Create two posters with some rules in your home and at school and illustrate them. After that, read them to your classmates.

Rules at home

Rules at school



Check your progress

Underline the corresponding option to complete the sentence.

We use "must" for ...

- a) advice
- b) prohibition
- c) obligation

Lesson 42

Aim: Students will identify that the modal verb “must” (mustn’t) has a regular form for all persons.

Students must wear a lab coat, they mustn’t forget it



Read

1. Look at the picture and underline the corresponding options to complete the sentences.

A) The picture shows...

B) The picture shows ...

- a) a school laboratory.
- b) a park.
- c) a school playground.

- a) things you should do.
- b) clothes you must wear in a laboratory.
- c) clothes you must wear at school.



2. Read the dialogue.

Laura: Good morning Miss Herrera. May I come in?

Miss Herrera: Good morning Laura. Yes, but **you must** wear your lab coat. Put on it, please.

Laura: I forgot it.

Miss Herrera: What a shame but, you can't come in. Look at me; **I must** wear a lab coat too. **You mustn't** forget it because it is required to be in the laboratory.

Laura: Please. I promise I won't forget it again.

Miss Herrera: Let me see if I have a lab coat in the locker.

Laura: I hope so.

Miss Herrera: Yes, there is one. Here you are, put on it. At the end of the class you **must** give me back the lab coat. And remember, all the students **must** wear the adequate clothes when you are in the laboratory.

Laura: Thank you Miss.

RULES IN THE LAB

- ✓ Each student must wear a lab coat.
- ✓ Students must be on time.
- ✓ Students mustn't play in the laboratory.
- ✓ Students mustn't touch the materials in the laboratory without permission from the teacher.



Write

3. Write True or False.

- a) Laura must wear a lab coat in the laboratory. _____
- b) Miss Herrera mustn't wear a lab coat in the laboratory. _____
- c) Students must wear shorts and T-shirts in the laboratory. _____
- d) It could be dangerous if you don't wear the adequate clothes in the laboratory. _____
- e) Students must play soccer in the laboratory. _____
- f) Laura mustn't forget the lab coat. _____



Think

4. Look at the following information and write the rule.

Pronouns: I, You, He, She, It, They, We, You

must not = mustn't

I must clean my bedroom.
You mustn't litter.
Laura must wear a lab coat.

Ernesto must do his homework.
My dog mustn't eat my mother's shoes.
My brothers must study.
We mustn't play soccer in the lab.

Rule about must/mustn't: _____



Write

5. Complete the sentences with words in the box.

must	mustn't
------	---------

- a) Students _____ wear the uniform at school.
- b) Teachers _____ prepare their classes.
- c) Students _____ eat in class.
- d) Students _____ take books from the library with out permission.
- e) People _____ smoke.
- f) People _____ take care of the environment.
- g) Students _____ arrive later to the school.
- h) We _____ take care of the water.
- i) You _____ be careful when you walk on the street.

6. Work in groups and choose some situations from exercise 5. Discuss about the consequences if you don't obey the rules. After that, read them to your classmates.

Example:

Rule: You mustn't smoke.
 Consequence: You can get lung cancer.



Check your progress

Underline the corresponding option to complete the sentence.

We use "must" for ...

- a) advice
- b) prohibition
- c) obligation

We use "mustn't" for ...

- a) suggestion
- b) obligation
- c) prohibition

Lesson 43

Aim: Students will identify that the modal verb “have to” doesn’t have a regular form for all persons.

I have to do my homework and Wendy has to make a presentation



Read

1. Look at the picture and underline the option that answers the question.

Where does this conversation take place?

- a) At the zoo
- b) At school
- c) At a hospital

2. Complete the dialogue with words in the box.

take help do go

Bety: Lucy, where are they going?

You told me we are going to the movies, didn't you?

Lucy: Yes, I remember but Wendy

has to _____ to the computers. She **has** to _____ a presentation for her biology class.

Bety: OK. What about Pablo?

Lucy: His parents are going out, so he has to _____ care of his little brother.

Bety: Well, it's just you and me, then.

Lucy: I'm sorry. I can't come either.

I **have** to do my homework, it is a lot.

Bety: Well, I think I **have** to _____ my mother with the housework.

Lucy: Why don't we go tomorrow?

Bety: That's a good idea. Tomorrow is Friday.





Write

3. Write True or False.

- a) Bety **has** to help her mother with the housework. _____
- b) Lucy, Wendy and Pablo **have** to do a lot of things. _____
- c) Pablo has to do a presentation. _____
- d) Wendy has to do her homework. _____
- e) It is Thursday. _____
- f) Pablo and Bety **have** to take care of Lucy. _____



Think

4. Read the following sentences and complete the rules.

I have to wear a uniform at school.	He has to study for his exams.
You have to arrive on time.	She has to clean her bedroom.
They have to wash the dishes.	It has to live in the garden.
We have to show the ID card at school.	

We use "have" for: _____

We use "has" for: _____



Write

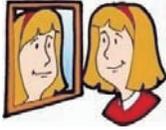
5. Complete the planner with your obligations for the following days.

Time	Wednesday	Saturday	Sunday
Morning			
Afternoon			
Evening			

6. Exchange your book with a classmate and read the information in the planner. After that, tell to your classmates about your partner's information.

Example:

Fernando has to wash the dishes on Wednesday evening.
He has to take care of his little sister on Saturday morning.



Check your progress

Complete the sentences with “have/has”.

- a) Leslie _____ to do her homework.
- b) My friends _____ to practice for the soccer game.
- c) I _____ to make my bed.
- d) Alberto _____ to study for his exams.
- e) We _____ to come to school tomorrow.

Lesson 44

Aim: Students will give advice about what people have to do or don't have to do in order to take care of the environment.

You have to classify the trash



Read

1. Look at the text and underline the corresponding option that answers the questions.

What kind of text is it?

- a) an e-mail
- b) a magazine article
- c) a newspaper article

What do you think is it about?

- a) activities to take care of the environment
- b) activities to get good grades

2. Read the text.

Teacher: We have damaged to our planet. It is very important to do something to take care of the environment. Please read the following information to know some activities we can do at home to take care of the environment.



PLANET NEWS

TAKE CARE OF THE ENVIRONMENT

How can we do it?

- Garbage

*You **don't have** to mix the garbage.
 *You **have** to use two trash cans at home: for organic and inorganic garbage.
 *You **don't have** to generate a lot of garbage at home.



*You **don't have** to burn the garbage because it produces toxic gases; you have to put in a container to be collected.

*You **don't have** to throw the garbage in the forest or streets.



*You have to recycle the garbage.

*You can use cans or bottles to plant a flower.

*You can learn more about recycling in your technology class.



Write

3. Answer the questions.

a) Why is it important to take care of the environment?

b) What do you do at home or at school to take care of the environment?

c) Do you have to separate the garbage in organic and inorganic? _____
 Why? _____

d) Is it correct to burn garbage? _____ Why? _____

e) Is it good to recycle some garbage? _____ Why? _____

f) What can you make with the recycled garbage? _____



Think

4. Look at the words in **bold** in the text and complete the chart.

We use these words to indicate obligation.

	Affirmative	Negative
I		
You	_____	_____
They		
We		



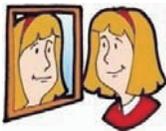
Write

5. Underline the adequate activities to take care of the water.

Water is life

- a) You have to wear a uniform.
- b) You don't have to take long showers.
- c) You have to wash a lot of clothes at one time.
- d) You have to turn off the lights when you aren't at home.
- e) You don't have to wash the car with a hose.
- f) If you use a wash machine, you have to use the water after washing to mop the floors.
- g) You don't have to smoke in public places.
- h) You have to use a few of water to wash the dishes and clothes.
- i) You have to be careful when you drive.
- j) You have to collect the rainwater.
- k) You don't have to leave toys on stairs.

6. Design a magazine article writing the activities we have to do to take care of the water and illustrate it.



Check your progress

Read and correct the following sentences.

Example:

You have to take long showers. You don't have to take long showers.

a) Students don't have to wear a uniform at school.

b) We have to wash the dishes and clothes with a lot of water.

c) I don't have to study for exams.

d) You don't have to take care of the environment.

Lesson 45

Aim: Students will identify the use of has/doesn't have to.

She doesn't have to wear a uniform



Read

1. Look at the text and answer the questions.

a) Who is the e-mail to? _____

b) Who sent the e-mail? _____

2. Read the e-mail.

Aurora's mother: Aurora, the dinner is ready.
Come, please.

Aurora: I'm going.

Aurora's mother: What are you doing?

Aurora: I'm reading an e-mail.



☒ ☑ ←□ 📁 📧 📄

From: sindybarbi@meetme.com
To: auroramiel@meetme.com
Subject: My new school

Dear Aurora:

I'm already living in Monterrey. My family and I are so happy. I want to tell you about my new school. I like it very much because there are some different things. I **don't have to** wear a uniform. Students can wear any clothes they like but they have to be proper and clean. I don't have to prepare lunch anymore. At school they give us lunch in the cafeteria. I **don't have to** present exams but I **have to** do a project and present it to the class. I still must be on time for classes. Also, I **have to** do homework but it is easy. I can use Internet at school to look for information and do my homework or prepare a presentation. I'm very happy at this school and I'm learning to be more responsible. I would like you come with me. I miss you.

Regards.
Sindy



Write

3. Use the information in the e-mail to solve the following activities.

A) Complete the chart. Put \checkmark to the activities Aurora has to do and X to the ones she doesn't have to do at her new school.

	Obligation	Not an obligation
Wear a uniform		
Do homework		
Do a project		
Prepare lunch at home		
Present exams		
Be on time for classes		
Present a project to the class		

B) Write True or False.

- a) Aurora **has to** wear a uniform.
- b) She **doesn't have to** prepare lunch.
- c) She **doesn't have to** present exams.
- d) She **has to** be late for classes.
- e) She **has to** do a project.



Think

4. Look at the words in **bold** in the sentences above and in the e-mail.

	Affirmative	Negative
I You They We	<hr/>	<hr/>

	Affirmative	Negative
She He It	<hr/>	<hr/>



Write

5. Interview some classmates and complete the chart. Follow the example.

Example:

What's your name?

Alice

What do you have to do on Monday afternoon?

I have to wash the dishes.

What do you have to do on Wednesday morning?

I have to go to school.

What do you have to do on Saturday evening?

I have to prepare dinner.



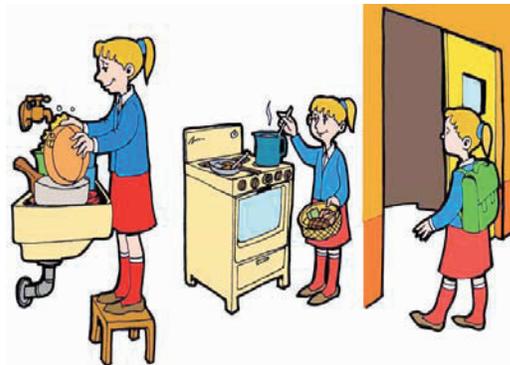
Name	Monday	Wednesday	Saturday
Alice	Wash the dishes	Go to school	Prepare dinner

Name	Monday	Wednesday	Saturday

6. Write a text about one of your interviewed classmates and illustrate it. After that, tell it to your class.

Example:

Alice has to wash the dishes on Monday afternoon. She has to go to school on Wednesday morning. She has to prepare dinner on Saturday evening.





Check your progress

Write “has to/doesn’t have to”, “have to/don’t have to” to complete the following sentences.

- a) At my new school I _____ wear a uniform, I can wear the clothes I like.
- b) Mario _____ take care of his little brother because his parents aren’t at home.
- c) I _____ do a presentation for my biology class.
- d) Lourdes _____ present exams, she has to do a project.

Lesson 46

Aim: Students will identify the intention of some words (suggestion, obligation or prohibition) using the knowledge learned in this unit.

Mini Check

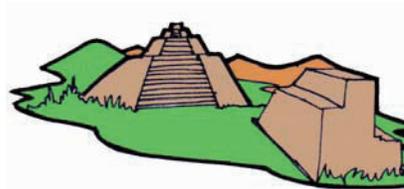


Read

1. Look at the text and underline the option that answers the question.

What does the brochure announce?

- a) an archaeological site



- b) an amusement park



- c) a Natural History Museum



2. Read the brochure.

🌸 🌸 🌸

NATURAL HISTORY MUSEUM

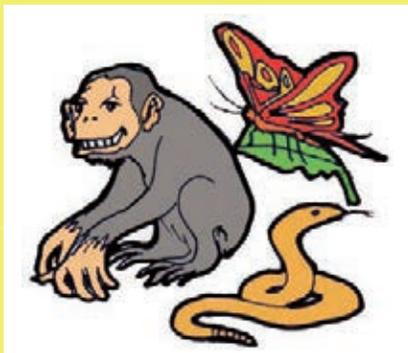
If you want to know more about animals or plants, visit us.

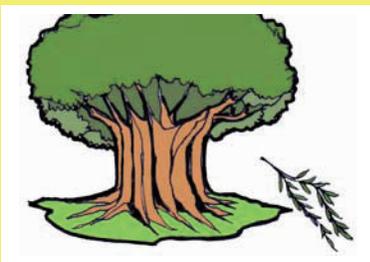
Admission fees:

Adults: \$ 80
Students: Free (with valid student ID)
Teachers: Free (with valid teacher ID)
Children ages 1-6: Free
Adults age 60 +: Free

From Tuesday to Sunday.
Hour: from 9:00 AM to 5:00 PM

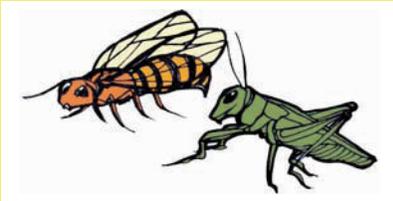






RULES AND REGULATIONS

- ❖ Cameras are not allowed.
- ❖ Students **have to** stay with their groups and teachers at all times.
- ❖ Students and teachers have to show ID cards around their neck.
- ❖ Smoking is prohibited.
- ❖ Don't touch anything in the museum.
- ❖ Teachers **mustn't** leave children unattended.
- ❖ Students **must** wear the school uniform.
- ❖ You **don't have to** go out from the museum for lunch; you can have it in the artificial forest.



🌸 🌸 🌸



Write

3. Write True or False.

- a) Adults have to pay \$ 50. _____
- b) The museum opens from Monday to Sunday. _____
- c) In the museum you can see animals and plants. _____
- d) You are allowed to smoke in the museum. _____
- e) You can touch everything in the museum. _____
- f) The museum opens from 9:00 AM to 5:00 PM. _____
- g) Students and teachers with a valid ID card don't have to pay. _____



Think

4. Look at the sentences with words in **bold** in the brochure and write them in the corresponding place in the chart.

Suggestion	
Obligation	
Prohibition	

Notice that “don’t have to” can indicate obligation and suggestion, it depends of the context. And “have to/must” have the same meaning.

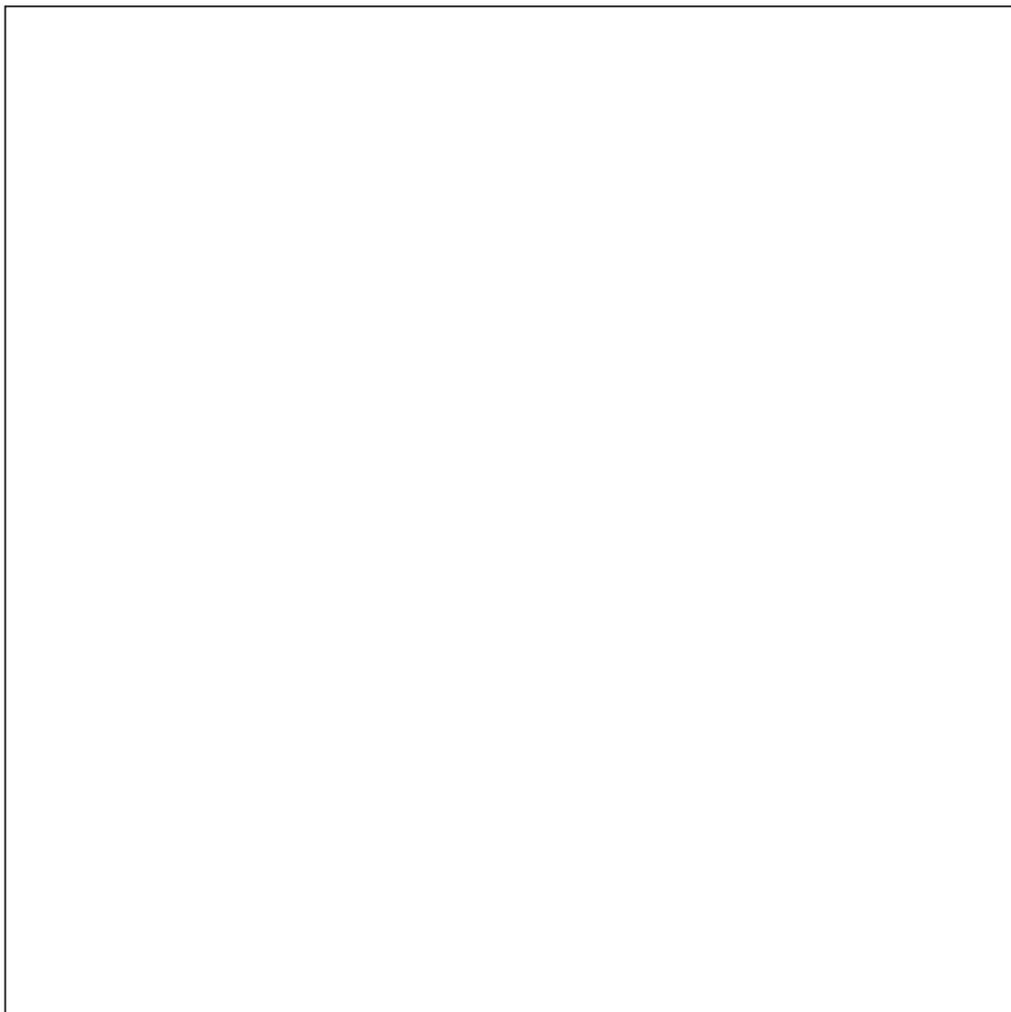


Write

5. Complete the chart about the rules at your school. Put \checkmark in the corresponding column.

	Obligation	Suggestion	Prohibitio
Wear a uniform			
Enter to the laboratory with a lab coat			
Be on time			
Copy to the others during an exam			
Do exams			
Go to the cafeteria for lunch			
Take dogs to school			
Wear jackets in winter season			
Go to the library			
Practice a sport after classes			
Prepare lunch at home			
Use a lab coat in the laboratory			
Have friends at school			

6. Design a brochure like the one in exercise 2. Include the rules and regulations for the place you are announcing.



Check your progress

Complete the sentences with “must, mustn’t, have to, don’t have to”.

- a) Students _____ go to the cafeteria for lunch.
- b) Students _____ wear a uniform.
- c) Students _____ enter to the laboratory without a lab coat.
- d) Students _____ study for exams.

Homework: obtain the set of rules in your school and bring it to the next class.

Lesson 47

Aim: Students will suggest some regulations that could be introduced in their school then, they will write a set of school rules.

Project: Making a set of rules. Part one

Discussing the topic

When students want to join to a new school, the first thing they have to do is read the school rules. These rules help them to get good grades and to behave well.

1. Get in teams of four students and discuss about what things students must do and mustn't do and make notes.

You can read your school set of rules and add some other that can be useful for students.

For example:

- a) Each student must have an ID card.
- b) Students mustn't bring electronic devices such as cell phones, cameras and music players to school.
- c) Students must respect the teachers, the other students and people who work or visit the school.
- d) Students mustn't leave school during school hours without permission from the principal.

2. Decide which rules you want to include and write a first draft.

3. Exchange notebooks with another team in order to check the rules; give suggestions for how to improve it.

4. Exchange notebooks again and correct the mistakes.

Homework: for the next class you will need construction paper, felt pens, masking tape and a ruler.

Lesson 48

Aim: Students will write a set of rules for school.

Project: Making a set of rules. Part two

Writing a final version

1. Write a final version of your school rules and show it to your teacher in order to check it.
2. Use the material you brought to the class and write the rules with big letters.

For example:

Students must wear the school uniform

3. Draw some images to illustrate the rules, try to make them attractive.



4. Write and illustrate all the rules that you and your classmates wrote.

Lesson 49

Aim: Students will show their work to the school community.

Project: Making a set of rules. Part three

Making a school newspaper

1. Make some posters writing the rules and a title. You will work with this material for the next class.

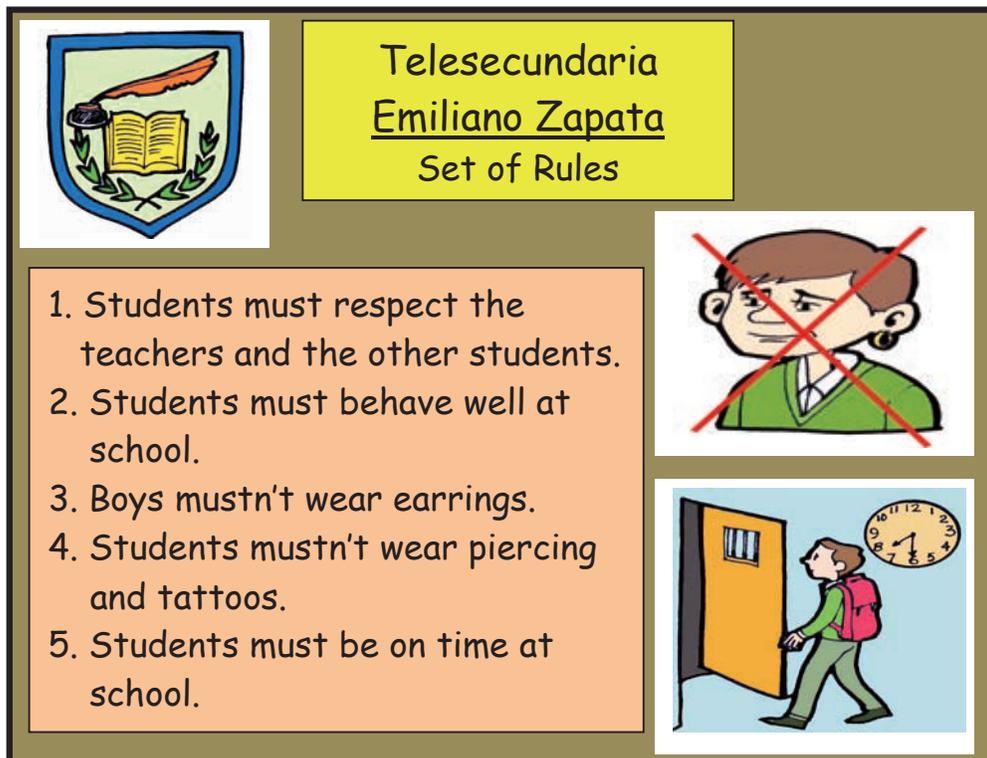
For example:

Our school rules

1. Each student must have and ID card.
2. Students must attend everyday to the school.
3. Students mustn't bring pets to the school.
4. Students must respect the installations of the school.

2. Use the material you made last class in order to make a school newspaper.

For example:



**Telesecundaria
Emiliano Zapata
Set of Rules**

1. Students must respect the teachers and the other students.
2. Students must behave well at school.
3. Boys mustn't wear earrings.
4. Students mustn't wear piercing and tattoos.
5. Students must be on time at school.



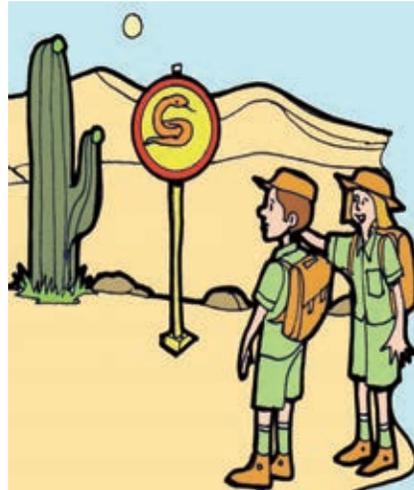
Lesson 50

Aim: Students will work on exercises about rules and regulations using their knowledge learned in this unit.

Review

1. Read the following information.

If you visit a desert you have to be careful because it is a very dangerous place. There are a lot of snakes, spiders, ants and other poisonous animals. You can reduce the dangers by taking basic precautions. You must look out for snakes. Don't move it if one gets close to you. Be careful of poisonous insects like ants or spiders because they bite.



2. Underline the warnings you can find in the text.

3. Write True or False.

- a) A desert is a very safe place. _____
- b) Some insects are poisonous in the desert. _____
- c) People can reduce dangers by taking precautions. _____
- d) Ants and spiders could be dangerous. _____
- e) It is cold during the day in a desert. _____

4. Complete the sentences with **have** or **has**.

- a) Mario _____ to study for his math exam.
- b) Students _____ to arrive on time to the school.
- c) Susana _____ to make her bed before going to school.
- d) John and Mike _____ to make a presentation for the history class.
- e) I _____ to wash my uniform.

5. Underline the most logical possible consequence.

- 1. Keep medicine away from children.
 - a) It can poison them.
 - b) It can cut a finger.
 - c) It can cause a fall.
- 2. Don't smoke.
 - a) You might fall.
 - b) You can cause a fire.
 - c) You can get lung cancer.

3. Be careful with that sharp knife.

- a) You can get an electric shock.
- b) You can cut a finger.
- c) It can poison you.

4. Cover that wall socket.

- a) A person might drown.
- b) A child can get an electric shock.
- c) It can cause a fire.

6. Match the warnings with the picture.

- a) Poison! Don't drink
- b) Danger! Don't touch with wet hands
- c) Don't feed the animals
- d) Don't smoke
- e) Be careful! African bees in this area!
- f) Don't light fires













7. Write a to the school regulations.

I have to...

- study for exams.
- arrive on time to school.
- take toys to the school.
- arrive late to school.
- show the ID card at the school entrance.
- play soccer all day.
- wear a lab coat in the Science laboratory.
- take my dog to the school.

- pay attention to the teachers.
- respect the classmates and teachers.
- wear a uniform.

8. Look at the picture and write the following expressions in the corresponding sign.

Don't take pictures Put the garbage in the trash can Don't feed the animals	Be careful! Wet paint Don't smoke Don't walk on the grass
---	---



Homework: For the following class you will need different recycling materials like:

- A piece of paper
- Some leaves from the trees
- Some dried flowers
- Different materials that you have in your house to decorate a Christmas card

Lesson 51

Aim: Students will create a Christmas card using recycled material.

The Christmas season



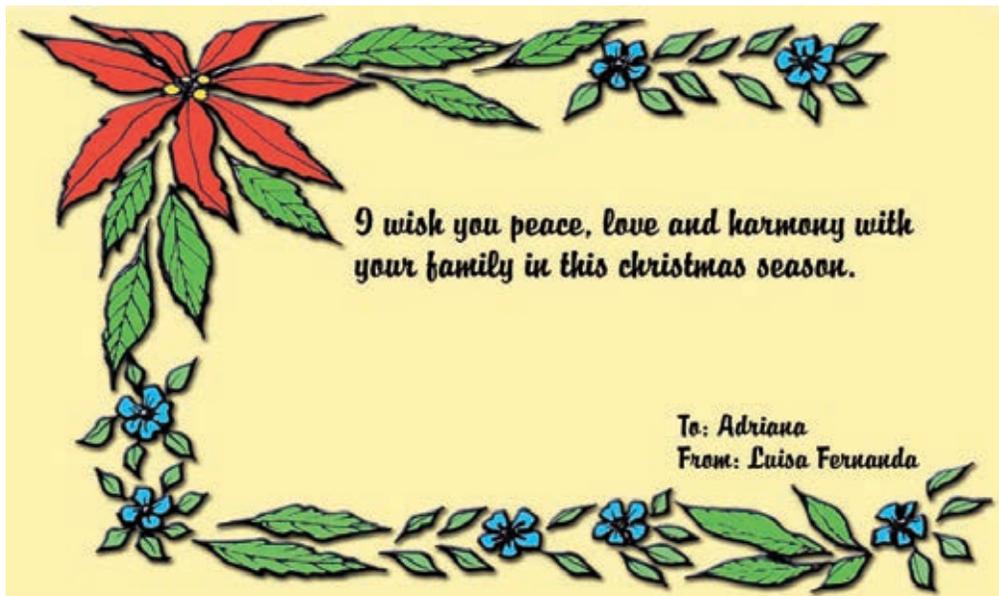
Read

1. You will need the following material.

Material:

- Glue
- Scissors
- Pen
- A piece of paper
- Dried flowers and leaves

2. You will create a Christmas card using your imagination and the material you brought to the class. Look at the following example.



3. Invent a nice message and write it in the card.

4. You can exchange your Christmas card.

I wish you a happy Christmas and enjoy the holiday season.

Answer key

Lesson 39 Mini Check

1.

Page 149-150

- a) They are in a museum.
- b) They are watching the skeleton of a dinosaur.
- c) No, it isn't.
- d) 1. Don't smoke, 2. Don't take pictures, 3. Don't touch

5.

Page 152

i, a, c

h, e, d

b, g, f

6.

Page 152-153

a) False

b) True

c) True

d) False

e) True

f) True

g) True

Lesson 46 Mini Check

1.

Page 172

c) a Natural History Museum

3.

Page 173

a) False

b) False

c) True

d) False

e) False

f) True

g) True

4.
Page 174

Suggestion	You don't have to go out from the museum for lunch; you can have it in the artificial forest.
Obligation	Students have to stay with their groups and teachers at all times.
Prohibition	Teachers mustn't leave children unattended.

Lesson 50 Review

2.
Page 179

If you visit a desert you have to be careful because it is a very dangerous place. There are a lot of snakes, spiders, ants and other poisonous animals. You can reduce the dangers by taking basic precautions. You must look out for snakes. Don't move, it one gets close to you. Be careful of poisonous insects like ants or spiders because they bite.

3.
Page 179

- a) False
- b) True
- c) True
- d) True
- e) False

4.
Page 179

- a) has
- b) have
- c) has
- d) have
- e) have

5.
Page 179-180

1.
a) It can poison them.

2.
b) You can cut a finger.

3.
c) You can get lung cancer.

4.
b) A child can get an electric shock.

6.
Page 180
c, f, a
d, e, b

7.
Page 180-181
- study for exams.
 - arrive on time to school.
 - show the ID card at the school entrance.
 - wear a lab coat in the Science laboratory.
 - pay attention to the teachers.
 - respect the classmates and teachers.
 - wear a uniform.



Check your progress

Lesson 31
Page 127
don't park, You can't smoke here, be careful!

Lesson 34
Pages 135
b, c, a

Lesson 36
Page 143
incorrect Don't smoke in the hospital.
correct Help older people to cross the street.
correct Eat vegetables and fruit.
incorrect Don't swim after eating.
incorrect Smoking isn't good for health.

Lesson 37
Page 146
b) Prohibition

Lesson 38
Page 149
a) Keep medicine away from children.
b) Don't light fires.
c) Don't touch with wet hands.

Lesson 39
Page 153
c) The students are visiting the forest.

Lesson 40

Page 156

He

She has

It

I

You have

They

We

Lesson 41

Page 159

c) obligation**Lesson 42**

Page 162

c) obligationc) prohibition**Lesson 43**

Page 165

a) hasb) havec) haved) hase) have**Lesson 44**

Page 168

a) Students have to wear a uniform at school.b) We don't have to wash the dishes and clothes with a lot of water.c) I have to study for exams.d) You have to take care of the environment.**Lesson 45**

Page 172

a) don't have tob) has toc) have tod) doesn't have to**Lesson 46**

Page 175

a) don't have tob) mustc) mustn'td) have to

Support materials

Subjects	Suggested material
Rules and regulations	School rules Warnings

Propósitos para cada sesión	
Unidad 2 Reglas y Normas	El propósito de esta unidad es capacitar a los estudiantes para interpretar y analizar reglas y normas, así como señales de precaución y letreros que expresen obligación.
Lección 31	Al finalizar la sesión, los alumnos identificarán e interpretarán señales que indican precaución al caminar en la calle.
Lección 32	Al finalizar la sesión, los alumnos identificarán que la forma imperativa se usa para hacer advertencias.
Lección 33	Actividades Cívico - Culturales Al finalizar la sesión, los alumnos realizarán un periódico mural contrastando la celebración de Día de muertos en México y el <i>Halloween</i> en Estados Unidos.
Lección 34	Al finalizar la sesión, los alumnos aplicarán la forma imperativa para hacer recomendaciones alimenticias y mantener una buena salud.
Lección 35	Al finalizar la sesión, los alumnos darán consejos y sugerencias para ciertas situaciones de accidentes.
Lección 36	Al finalizar la sesión, los alumnos identificarán las señales de precaución en una situación específica y las acciones a realizar en la misma.
Lección 37	Al finalizar la sesión, los alumnos usarán la forma imperativa para hacer advertencias de prevención en problemas de salud.
Lección 38	Al finalizar la sesión, los alumnos interpretarán instrucciones de seguridad acerca del uso de aparatos electrodomésticos.
Lección 39	Al finalizar la sesión, los alumnos analizarán su avance resolviendo ejercicios de las sesiones anteriores.
Lección 40	Al finalizar la sesión, los alumnos identificarán que <i>have/has</i> se usan para indicar obligación.
Lección 41	Al finalizar la sesión, los alumnos identificarán que <i>must</i> también se usa para indicar obligación.
Lección 42	Al finalizar la sesión, los alumnos identificarán que <i>must / mustn't</i> tiene una forma regular para todas las personas.
Lección 43	Al finalizar la sesión, los alumnos identificarán que <i>have to</i> no tiene una forma regular para todas las personas.
Lección 44	Al finalizar la sesión, los alumnos darán consejos acerca de lo que las personas tienen que hacer y lo que no para cuidar el medio ambiente.
Lección 45	Al finalizar la sesión, los alumnos identificarán el uso de <i>has to/doesn't have to</i> .

Lección 46	Al finalizar la sesión, los alumnos identificarán la intención de algunas palabras (sugerencia, prohibición u obligación) resolviendo ejercicios con lo aprendido en ésta unidad.
Lección 47	Al finalizar la sesión, los alumnos propondrán algunas reglas aplicables en su escuela para elaborar un reglamento escolar.
Lección 48	Al finalizar la sesión, los alumnos elaborarán un reglamento escolar.
Lección 49	Al finalizar la sesión, los alumnos expondrán su trabajo a la comunidad escolar.
Lección 50	Al finalizar la sesión, los alumnos evaluarán su aprendizaje realizando ejercicios sobre los temas tratados en esta unidad.
Lección 51	Actividades Cívico – Culturales Al finalizar la sesión, los alumnos elaborarán una tarjeta de Navidad utilizando material reciclado.

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3er Grado

INGLÉS III

Unit 3

Food and Drink

Unit 3

Food and Drink

Purpose

The purpose of this unit is to enable students to participate in conversations in which food and drink are ordered, as well as to describe food and drink that they know/like and their recipes, and learn about food and drink in other parts of the world.

Lessons

- Lesson 52 The market
- Lesson 53 The supermarket
- Lesson 54 I want a pizza
- Lesson 55 Let me see the menu
- Lesson 56 May I take your order?
- Lesson 57 I'd like to order a sandwich
- Lesson 58 Mini Check
- Lesson 59 What's your favorite dish?
- Lesson 60 Do you like orange juice?
- Lesson 61 Where are hamburgers from?
- Lesson 62 What's the traditional dish in your community?
- Lesson 63 You need lettuce and cheese
- Lesson 64 Mix all the ingredients
- Lesson 65 How much milk do we need?
- Lesson 66 How many eggs do you need?
- Lesson 67 First, cut the tomatoes
- Lesson 68 Mini Check
- Lesson 69 Project: A recipe book. Part one
- Lesson 70 Project: A recipe book. Part two
- Lesson 71 Project: A recipe book. Part three
- Lesson 72 Review

Lesson 52

Aim: Students will be able to sell fruit and vegetables.

The market



Read

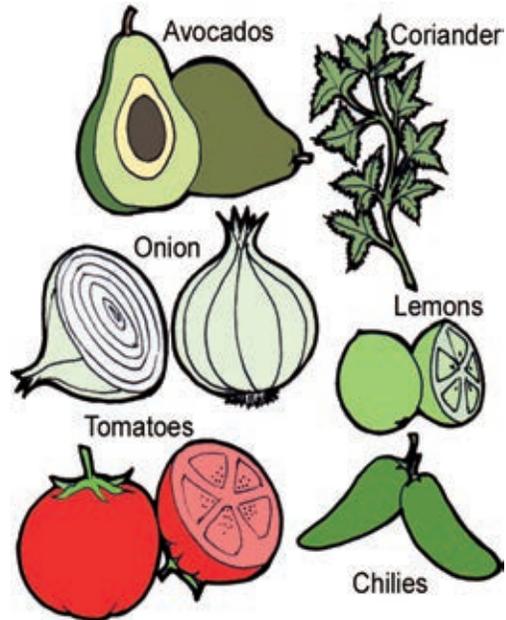
1. Underline the corresponding option.

A) Where is Mrs. Salas?

- a) She is at the market
- b) She is at school
- c) She is at the office

B) What is she going to prepare with all these ingredients?

- a) a chocolate cake
- b) *guacamole*
- c) a salad



2. Read the dialogue and complete it with the expressions in the box.

How much is it? How many do you want? Can I help you?
How are you? Here you are; anything else?

Mrs. Salas: Good morning Mr. Padilla.

Mr. Padilla: Good morning, Mrs. Salas.

Mrs. Salas: _____
Mrs. Salas: I'm fine, thank you.



Mr. Padilla: _____
 Mrs. Salas: Yes, I want some **tomatoes** and **lemons**.
 Mr. Padilla: _____
 Mrs. Salas: Oh, **half a kilo of tomatoes** and **a quarter of a kilo of lemons**, please.
 Mr. Padilla: Here you are; anything else?
 Mrs. Salas: Yes, I need **avocados**. Give a kilo, please.
 Mr. Padilla: Here you are; **a kilo of avocados**.
 Mrs. Salas: Yes, give me a quarter of a kilo of **chilies** and one **onion**, please.
 Mr. Padilla: _____
 Mrs. Salas: Yes, I want a kilo of **apples**, two kilos of **oranges**, a **watermelon** and three **mangoes**, please.



Mr. Padilla: Here you are; anything else?
 Mrs. Salas: No, that's all. _____
 Mr. Padilla: \$ 45.00 Are you going to prepare *guacamole* Mrs. Salas?
 Mrs. Salas: Yes, I am.
 Mr. Padilla: So, you missed the **coriander**.
 Mrs. Salas: Yes, you're right. Give me some, please.
 Mr. Padilla: Here you are.
 Mrs. Salas: Thank you. Good bye.



Write

3. Answer the questions.

- a) Where is Mrs. Salas? _____
- b) What is she going to prepare? _____
- c) What did she buy? _____
- _____
- d) What is the salesman's name? _____
- e) How much money did Mrs. Salas spend? _____



Think

4. Underline the corresponding option to complete the sentence.

The words in bold in the dialogue are related to _____

- a) candies and bread
- b) fruit and vegetables
- c) food and drink

Complete the chart with the words in **bold** in the dialogue.

Vegetables	Fruit



5. Find the following words in the search word.

- CARROTS
- GRAPES
- CUCUMBER
- STRAWBERRIES
- LETTUCE
- PEAS
- PEACHES
- BROCOLI
- SPINACH
- BANANAS
- POTATOES
- BEANS
- ORANGES

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

6. Work in pairs and use the words in exercise 5 to complete the dialogue. Then act it.

Student A: Good morning. Can I help you?

Student B: Yes, I need a kilo of _____.

Student A: Here you are; anything else?

Student B: Yes, I want _____.

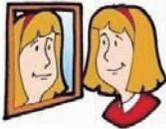
Student A: Here you are; anything else?

Student B: Yes, give me _____.

Student A: Here you are; anything else?

Student B: _____.

Student A: _____.



Check your progress

Choose the corresponding words in bold in exercise 2 and complete the chart.

Quantities

Lesson 53

Aim: Students will identify the countable and uncountable nouns.

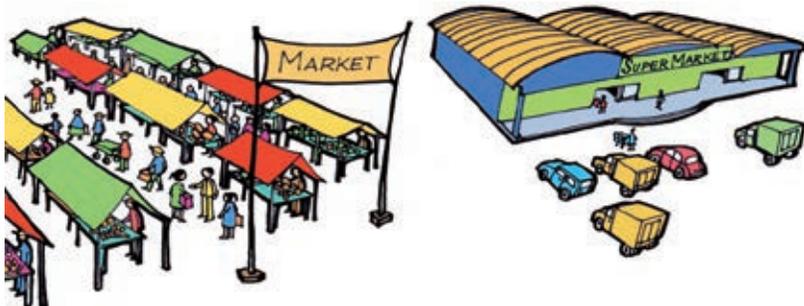
The supermarket



Read

1. Discuss with your classmates about the difference between a market and a supermarket and answer the question.

What's the difference between a market and a supermarket? _____



2. Read the dialogue and complete the shopping list.

Mother: Lucy, could you go to the supermarket?

Lucy: Yes, of course.

Mother: Here you are the list of food and drink that I need.



Shopping list	
_____	Rice
_____	Beans
_____	Two kilos
_____	Apples
_____	Oil
_____	Milk
_____	Watermelon
_____	Lemons
_____	Cereal
_____	Pasta
_____	Coffee
_____	Butter
_____	Cookies

Lucy: Mom, you didn't write the quantity of each thing. How much rice do you need? How many watermelons do you want?

Mother: You're right. I need a kilo of rice, a kilo of beans and two kilos of apples. Also I need two bottles of oil, three cartons of milk, a watermelon and half a kilo of lemons.

Lucy: What about the rest of the things?

Mother: Well, I need a box of cereal, a jar of coffee, a packet of pasta and a bar of butter.

Lucy: Can I buy some cookies, Mom?

Mother: Sure.

Lucy: A box of chocolate cookies. I wrote it already in the list.



Write

3. Answer the questions.

a) How much butter does Lucy's mother need?

b) How many bottles of oil does Lucy's mother want?

c) How much milk does Lucy's mother want?

d) How many kilos of apples does Lucy's mother need?

e) Where is Lucy going to buy the things required by her mother?



Think

4. Complete the chart with information in the dialogue and in the supermarket list.

Countable	Uncountable
a kilo of rice	rice

Notice that a certain quantity of things in general are uncountable (flour, coffee, water, sugar, etc.) is expressed using a quantifier followed by *of* and an uncountable noun (a kilo of sugar, a cup of flour, four spoons of coffee, etc.)



Write

5. Match the pictures with the expressions.

a) a tube of tooth paste

b) a bottle of oil

c) a glass of water

d) a kilo of sugar

e) a box of cereal

f) a bag of potato chips

g) a bar of butter

h) a packet of pasta

i) a can of tuna fish

j) a jar of mayonnaise



6. Imagine you are in a supermarket. Where are the items you need to buy?
Match the items on the list with the aisles.

Aisles

- a) Beverages
- b) Fresh fruit and vegetables
- c) Bread and cereals
- d) Dairy products
- e) Pasta
- f) Sauces
- g) Health and beauty



Shopping list

- _____ Soda, bottles of water
- _____ Chocolate cookies, cereal
- _____ Milk, yogurt, cheese
- _____ Tomatoes, lettuce, lemons
- _____ Bath soap, tooth paste
- _____ Salad dressing, tomato sauce
- _____ Spaghetti



Check your progress

Classify the following products.

- | | | |
|--------------------|--------------------|------------------|
| Rice | A packet of pasta | A glass of milk |
| Sugar | Three apples | A kilo of grapes |
| A can of tuna fish | Two jars of coffee | Cereal |
| Tea | Mayonnaise | Milk |

Countable	Uncountable

Lesson 54

Aim: Students will choose a place to have meal according to what they want to eat.

I want a pizza



Read

1. Underline the corresponding option that answers the question.

A) If you are hungry, where do you go?

- a) To a beauty parlor
- b) To a restaurant
- c) To a drugstore



2. Read the conversation.

Esmeralda: Hey girls, I'm hungry.

Linda: I'm hungry too. Where are we going?

Mireya: Why don't we go to the market to eat some delicious *enchiladas*.

Esmeralda: I don't like *enchiladas*. I prefer a big salad with chicken and an orange juice. What do you think?

Linda: I don't think so. I want a pizza.

Mireya: And I would like a hamburger. I have an idea. Why don't we go to a restaurant? There we can choose a dish from the menu.

Esmeralda and Linda: You're right. Let's go.





Write

3. Write True or False.

- a) Esmeralda isn't hungry. _____
- b) Linda is hungry. _____
- c) Esmeralda wants *enchiladas*. _____
- d) Linda doesn't want a pizza. _____
- e) They want different kind of food. _____
- f) They decided go to a restaurant. _____



Think

4. Match the following expressions.

- _____ I would like a green salad and a carrot juice.
 - _____ I want *enchiladas* or *pozole* and a glass of *pulque*.
 - _____ Jorge would like a hamburger, French fries and a soda.
- a) Mexican food restaurant.
 - b) Fast food restaurant.
 - c) Vegetarian restaurant.



Write

5. Order the following words to write questions.

- a) your favorite / dish / What's _____ ?
- b) like / you / chicken / Do _____ ?
- c) hungry / you / now / Are _____ ?
- d) would / you / What / like / eat / now / to _____ ?
- e) we / Why / go / don't / in the recess / cafeteria / to the _____ ?
- f) don't / you / invite / to the / Why / to me / movies _____ ?

6. Use the questions in exercise 5 to interview a classmate and complete the chart.

Questions	Answers
a)	
b)	
c)	
d)	
e)	
f)	



Check your progress

Use the information in the dialogue to complete the sentence.

A) We can make an invitation with this expression.

_____?

Lesson 55

Aim: Students will create a menu using vocabulary about food, drinks, salads and desserts.

Let me see the menu



Read

1. Answer the question.

What kind of text is it?

- a) a newspaper
- b) an e-mail
- c) a menu

Boys and Girls Kitchen

Hamburgers	\$ 18
Hot Dogs	\$ 13
Cheeseburgers	\$ 23
French fries	\$ 15
Juice	\$ 8
Sodas	\$ 10

Pizzas	Large	Small
Hawaiian	\$ 45	\$ 36
Pepperoni	\$ 40	\$ 28
Mexican	\$ 38	\$ 25
Salami	\$ 42	\$ 38

2. Complete the menu with words in the box.

Desserts	Saladas
Main courses	Soups
Drinks	Appetizers



Waiter: Good afternoon. This is the menu.

Girls: Thank you.

Esmeralda: This is a nice restaurant.

Linda: You're right.

Mireya: Let me see the menu because I'm really hungry.


Spring Restaurant




Vegetable Crispers	\$ 22	Green Salad	\$ 35	Vegetable Soup	\$ 28
Chicken Wings	\$ 20	Avocado Salad	\$ 30	Mushroom Soup	\$ 32
Hot Cheese Dip	\$ 28	Potato Salad	\$ 30	Chicken Noodle Soup	\$ 25
French Fries	\$ 25	Spinach Salad	\$ 38	Onion soup	\$ 28
Shrimp Boat	\$ 30	Tomato Salad	\$ 35	Aztec Soup	\$ 30



Meatballs	\$ 45	Coffee	\$ 15	Apple pie	\$ 15
Chicken and vegetables	\$ 50	Tea	\$ 12	Cake:	\$ 18
Roast Chicken	\$ 55	Lemonade	\$ 15	Strawberry	
Grilled Fish	\$ 60	Orange Juice	\$ 18	Chocolate	
Tuna Croquets	\$ 50	Soda	\$ 15	Cheese	
Chicken Enchiladas	\$ 48	Mineral Water	\$ 13	Ice Cream:	\$ 20
Hamburger	\$ 35	Fruit Water	\$ 14	Chocolate	
Sandwich	\$ 30	Natural Water	\$ 10	Vanilla	



Write

3. Answer the questions.

- a) What's the meaning of the word "waiter" in your language? _____
- b) Who are in the restaurant? _____
- c) What's the restaurant's name? _____
- d) How much is the Avocado Salad? _____
- e) What's the most expensive thing in the menu? _____
- f) What's the cheapest thing in the menu? _____



Think

4. Write the meaning of the following words in your language.

- a) Appetizers _____
- b) Salads _____
- c) Soups _____
- d) Main Courses _____
- e) Drinks _____
- f) Desserts _____



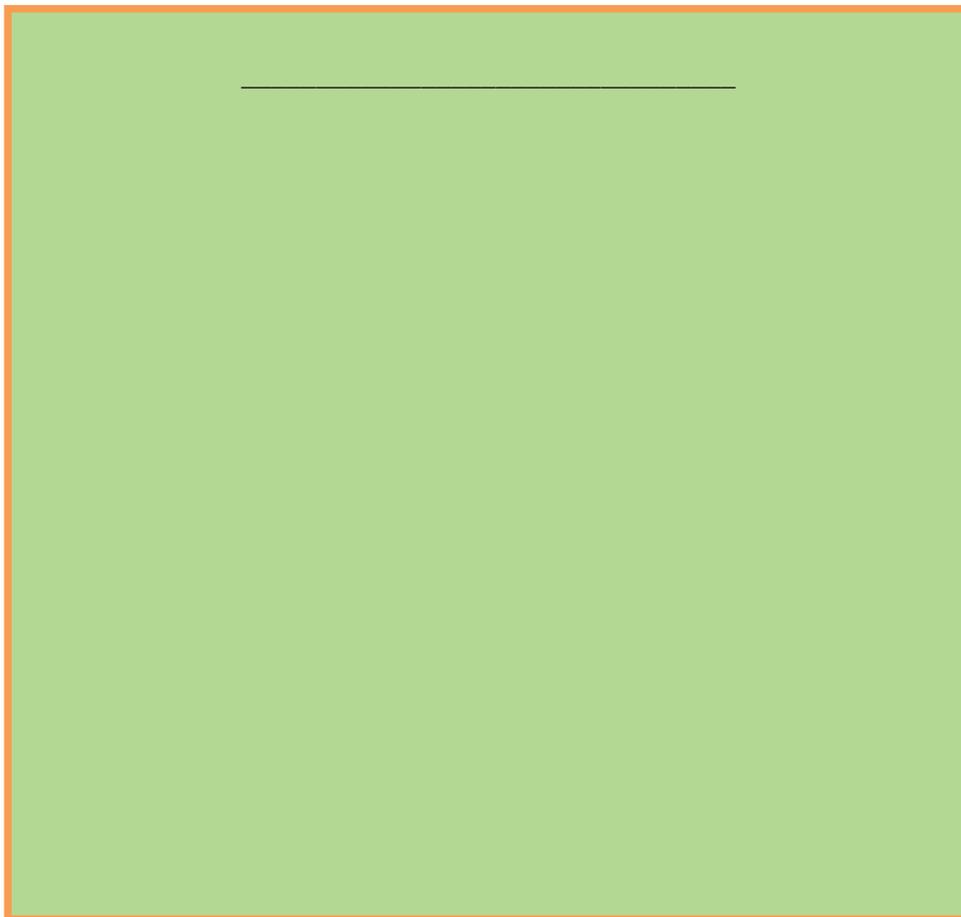
Write

5. Classify the following words in the corresponding section.

- | | | |
|--------------|-------------------|-------------------------|
| Lemonade | Chocolate Cookies | Orange Juice |
| Fish Fillet | Cheese Fingers | Strawberry Jelly |
| Potato Chips | <i>Enchiladas</i> | Potato Soup |
| Fish Soup | Cucumber Salad | Tomato and Cheese Salad |

Appetizers	Salads	Soups	Main Courses	Drinks	Desserts

6. Design a menu using the information in exercise 5 or different dishes that you choose.



Extra activity.

Create a menu using the vocabulary in exercise 5 and some other that you choose.

Materials: different types of paper, scissors, glue, felt pen, and pictures about food and drink.



Check your progress

Look at the menu in exercise 2 and answer the question.

How much money do you have to pay if you eat a spinach salad, a vegetable soup, roast chicken, a soda and an apple pie? \$ _____

Lesson 56

Aim: Students will maintain a conversation to order food and drinks in a restaurant.

May I take your order?



Read

1. Write the following words under the corresponding picture.

Waiter
Waitress



2. Read the conversation.

Mireya: Waiter!

Waiter: **May I take your order?**

Mireya: Yes, please. I'll have a mushroom soup and *enchiladas*.

Waiter: **And for you?**

Linda: I'd like to order a green salad and tuna croquettes.

Esmeralda: I'll have a hamburger and French fries.

Waiter: **What would you like to drink?**

Linda: I'll have an orange juice, please.

Waiter: And for you?

Esmeralda: **May I have** a soda, please?

Waiter: And for you?

Mireya: I'd like a lemonade, please.

Waiter: **And for dessert?**

Esmeralda: Well, we'll have chocolate cake.

Waiter: Anything else?

Mireya: No, that's all. Thank you.





Write

3. Match the columns.

- | | |
|---|-------------------|
| _____ Who ordered mushroom soup and <i>enchiladas</i> ? | a) Chocolate cake |
| _____ Who ordered a hamburger and French fries? | b) A waiter |
| _____ Who ordered a green salad and tuna croquettes? | c) Esmeralda |
| _____ Who took note of the orders? | d) Mireya |
| _____ What did they order for dessert? | e) Linda |



Think

4. Classify the expressions in **bold** from the conversation.

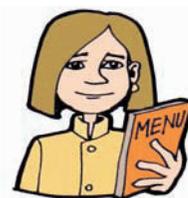
Waiter / Waitress	Customer



Write

5. Write the following expressions under the corresponding picture to make a conversation and act it with a classmate.

Yes, please. I'll have a spinach salad and grilled fish.	
What would you like to drink?	Are you ready to order?
I'd like a glass of mineral water.	And for dessert?
May I have an apple pie, please?	Waitress



6. Work in teams of four students; imagine you are in a restaurant ordering some food and drinks. Some of you have to be the waiter or waitress and the rest will be the customers. You will work with this conversation in the next lesson.

Student : Waiter / Waitress

Waiter / Waitress: _____



Check your progress

Answer the questions with the corresponding option.

I'd like I'll have

- A) It is the contraction of "I will have"? _____
B) It is the contraction of "I would like"? _____

Lesson 57

Aim: Students will represent a situation in a restaurant using the corresponding vocabulary, expressions and material.

I'd like to order a sandwich



Read

1. Answer the question.

What do you prefer, a sandwich or a *torta*? _____

2. Write the following expressions in the correct bubble.

Could I have a big piece of chocolate cake, please?

Yes, I'd like to order a sandwich.

Thank you.

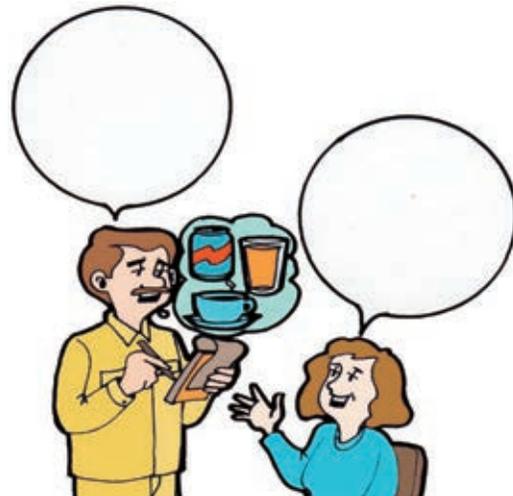
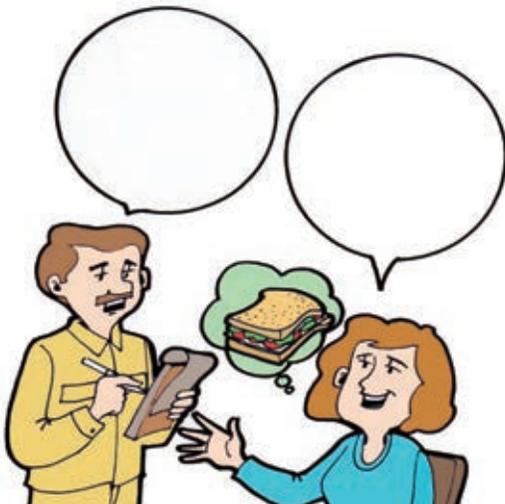
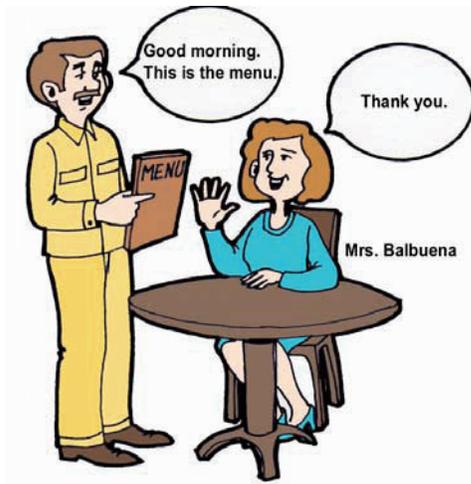
May I take your order?

And for dessert?

~~Good morning. This is the menu.~~

May I have an orange juice, please?

What would you like to drink?





Write

3. Answer the questions.

- a) Did Mrs. Balbuena order a hamburger? _____
- b) What did she order to drink? _____
- c) What did she order for dessert? _____
- d) Is Mrs. Balbuena having dinner? _____
- e) Who took note of the order, a waiter or a waitress? _____



Think

4. Look at the words in **bold** in exercise 2 and underline the corresponding option.

- a) They have the same meaning.
- b) They are antonyms.



Write

5. Get in teams and practice the conversation in exercise 6 from the lesson 5.

6. Organize the material you will need for the next class in order to present the conversation in a restaurant. You can use “realia” and the menu you created.

“Realia” is the material from the real world. In this situation, for example: a tablecloth, spoons, real food, real drinks, forks, cups, plates, the desk, the chairs, a vase, etc.



Check your progress

Complete the sentence.

Write the expressions that you can use to answer to “May I take your order? / Are you ready to order?”

Lesson 58

Aim: Students will check their progress acting a situation in a restaurant and solving some exercises about the topics in the last lessons.

Mini Check



Read

1. Get in teams and present the situation in a restaurant. Use the material that you brought to the class and the menu you created. This activity will be very funny.



2. Find the following expressions in the search word.

Thank you
chicken
dessert

ice cream
lemonade
ready

vegetable
drink
May

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



Write

3. Complete the dialogue with the words that you found in the search word.

Waitress: Are you _____ to order?

Miss Herrera: Yes, I'll have a _____ soup and the roast _____.

Waitress: What would you like to _____?

Miss Herrera: I'd like _____, please.

Waitress: And for _____?

Miss Herrera: _____ I have a strawberry _____?

Waitress: Anything else?

Miss Herrera: No, that's all. _____.



Think

4. Underline the option that answers the question.

What did you work in the last lessons?

- a) Giving directions.
- b) Asking for food and drink in a restaurant.
- c) Comparing things.



Write

5. Join with a line the following words.

Cheese fingers
Vegetable soup
Orange water
Caesar salad
Desserts
Fish fillet
Drinks
Soups
Strawberries with cream
Salads
Appetizers
Main courses

6. Compare the menu with the bill and decide if it is correct or incorrect.

Boys and Girls Kitchen		
Please pay ...		
1	Cheeseburger	\$ 23
1	French fries	\$ 15
1	Soda	\$ 10
	Total	\$ 45

Correct _____
 Incorrect _____
 Correct amount \$ _____

Boys and Girls Kitchen		
Hamburgers	\$ 18	
Hot Dogs	\$ 13	
Cheeseburgers	\$ 23	
French fries	\$ 15	
Juice	\$ 8	
Sodas	\$ 10	
Pizzas	Large	Small
Hawaiian	\$ 45	\$ 36
Pepperoni	\$ 40	\$ 28
Mexican	\$ 38	\$ 25
Salami	\$ 42	\$ 38

Boys and Girls Kitchen		
Please pay ...		
2	Hot dogs	\$ 26
2	Sodas	\$ 20
1	French fries	\$ 15
	Total	\$ 61

Correct _____
 Incorrect _____
 Correct amount \$ _____

Write the prices and the total to the following bill.

Boys and Girls Kitchen		
Please pay ...		
1	Sm. hawaiian	\$ _____
2	Lg. mexican	\$ _____
1	French fries	\$ _____
	Total	\$ _____



Check your progress

Match the concepts with the description.

- May I take your order?; I'd like a sandwich; I'll have a hamburger;
- Ordering in a restaurant.
- Food and drink.

a) Vocabulary: _____
 b) Function: _____
 c) Grammar: _____

Lesson 59

Aim: Students will choose their favorite dish from different options.

What's your favorite dish?



Read

1. Order the words to write a question then, answer it.

your / What's / dish / favorite

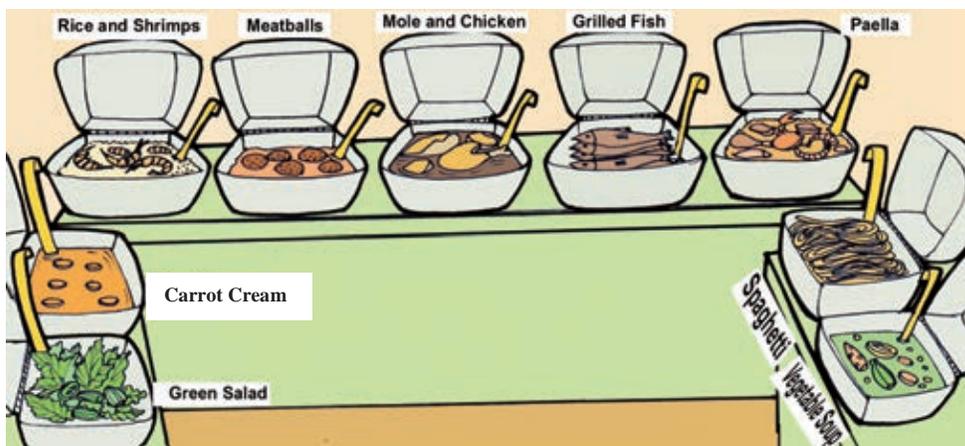
_____ ? _____

2. Read the dialogue.

Manuel: This is a nice place. Let's see the buffet.

Olga: Yes, it is. There are a lot of food and drink. What would you like to eat?

Manuel: I don't know. All the food looks delicious.



Olga: Yes, you're right. **What's your favorite dish?**

Manuel: It is *mole* and chicken. What about you?

Olga: Well, I don't have a favorite dish but I love meatballs and spaghetti.

Manuel: And, **what's your favorite dessert?**

Olga: It is chocolate cake, chocolate cookies, chocolate ice cream, everything with chocolate.

Manuel: Really?

Olga: Yes, it's true. What about you?

Manuel: Well, my favorite dessert is jelly.

Olga: **What's your favorite drink?**

Manuel: It's orange juice. What about you?

Manuel: It's orange juice too.





Write

3. Use the information in exercise 2 to correct the sentences; follow the example.

Example:

Olga hates meatballs.

Olga loves meatballs.

a) Olga's favorite dish is *mole* and chicken.

b) Manuel loves meatballs.

c) Olga loves vegetable soup.

d) Olga and Manuel are looking at the menu in a restaurant.

e) Manuel's favorite dessert isn't jelly.

f) Olga's favorite desserts are everything with cheese.



Think

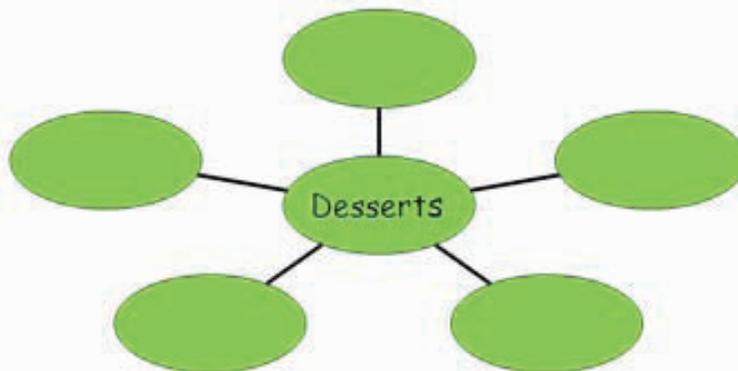
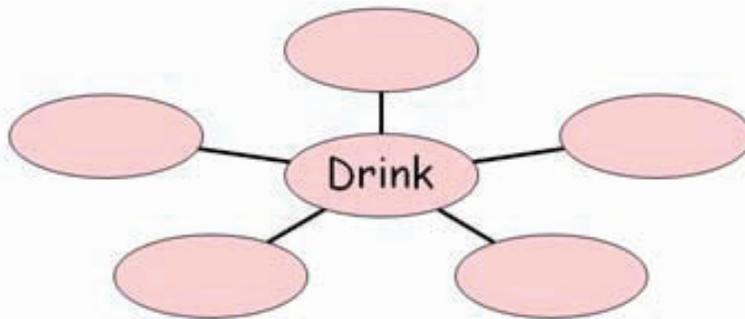
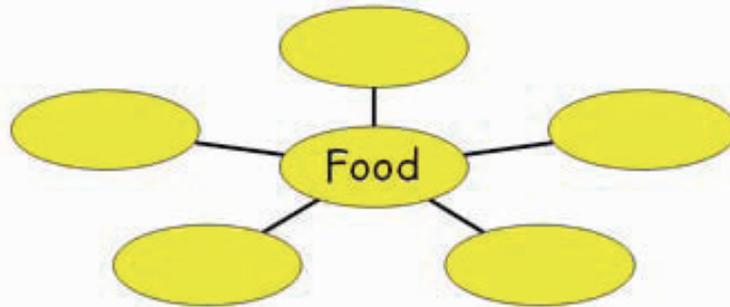
4. Look at the words in **bold** in exercise 2 and answer the question.

How do you ask for preference?



Write

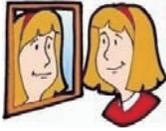
5. Complete the bubbles about what you like.



9

6. Ask the following questions to your classmates and complete the chart.

Questions	Student 1	Student 2	Student 3
What's your name?			
What's your favorite dish?			
What's your favorite drink?			
What's your favorite dessert?			



Check your progress

Match the columns.

___ What's your favorite dish?

___ Is ice cream your favorite dessert?

___ Are hamburgers your favorite dish?

A) No, they aren't.

B) It is the roast chicken.

C) Yes, it is.

Lesson 60

Aim: Students will use vocabulary about food and drink to ask and answer questions about likes and preferences.

Do you like orange juice?



Read

1. Write some food and drink that you like and some that you don't like.

--	--

2. Read the interview.

Interviewer: Good morning Mr. Muscle. I want to ask you some questions about your eating habits and how do you maintain a good health and body.

Mr. Muscle: Good morning. Yes, of course.

Interviewer: **Do you like** vegetables and fruit?

Mr. Muscle: **Yes, I do.** I always eat a big portion of them.

Interviewer: Do you like meat?

Mr. Muscle: Yes, of course. I like chicken, fish and pork. I have to consume it because meat gives protein.

Interviewer: Do you like junk food?

Mr. Muscle: **No, I don't.** I never eat it. My brother loves it but I hate it.

Interviewer: Does you brother prefer healthy food as you?

Mr. Muscle: **No, he doesn't.**

Interviewer: What about drinks? Do you like orange juice, for example?

Mr. Muscle: Yes, I do. I like juices and natural water. I don't like soda or alcoholic drinks. My brother loves them.

Interviewer: **Does your brother like** orange juice?

Mr. Muscle: **No, he doesn't.**

Mr. Muscle: What about the exercise you do?

Mr. Muscle: I do exercise every day. I spent two hours in the gym.

Interviewer: What do you recommend to the adolescents to have a good health?

Mr. Muscle: I recommend eating vegetables and fruit and do exercise three times a week at least.



Write

3. Write True or False.

- a) Mr. Muscle doesn't like vegetables and fruit.
- b) He likes sodas and alcoholic drinks.
- c) He does exercise just on Saturday and Sunday.
- d) He has a good health and body.
- e) He recommends doing exercise.
- f) He eats vegetables, meat and fruit.



Think

4. Look at the words in **bold** in the dialogue and complete the information.

Questions:

Answers:

_____ you _____ orange juice?

Yes, I _____.

No, I _____.

_____ he _____ hamburgers?

No, he _____.

Yes, he _____.



Write

5. Answer the questions with your information.

a) What's your name?

b) What's your favorite dish? _____

c) Does your mother like vegetables? _____

d) Do you like fruit? _____

e) What's your favorite fruit? _____

f) Does your father like broccoli? _____

g) Do you like beans? _____

h) Do you like *nopales*? _____

i) Do you like mushroom soup? _____

6. Ask the following questions to one classmate and complete the chart.

Questions		
What's your name?		
Do you like orange juice?		
Does your father like vegetables?		
Does your mother like fruit?		
Do you like chocolate cake?		
Do you like broccoli?		
Do you like beans?		
Do you like <i>nopales</i> ?		
Do you like mushroom soup?		



Check your progress

Choose the corresponding words to complete the chart.

I
You
He
She
It
They
We

Pronouns	Affirmative	Negative
	_____	<u>don't</u>

Pronouns	Affirmative	Negative
	<u>does</u>	_____

Lesson 61

Aim: Students will identify the use of some punctuation marks in recipes.

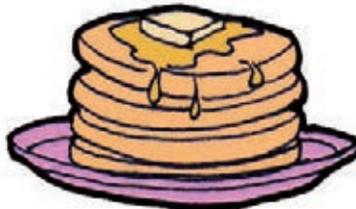
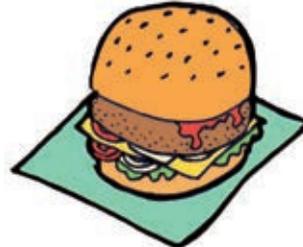
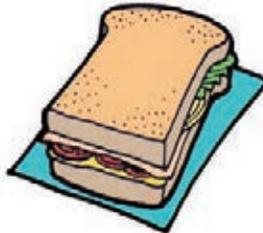
Where are hamburgers from?



Read

1. Read the ingredients and circle the corresponding option.

- Bread rolls
- Mayonnaise
- Slices of tomato
- Slices of onion
- Mustard
- Beef
- Lettuce
- Chili peppers



2. Read the information.

Eduardo: What are you doing, Mom?
Mother: I'm preparing some hamburgers because I know that you love them.
Eduardo: Yes, I love them. Mom, where are hamburgers from?
Mother: I don't know. But we can look for that information in the Internet.



The screenshot shows a web browser window with a yellow background. The address bar contains <http://www.kidsfood.com>. The page title is "Kids food". The main heading is "Hamburgers !!!". To the right of the heading is an image of a hamburger on a green napkin. Below the heading, the text reads: "Do you know where are hamburgers from? If you thought that hamburgers are from the United States, you are wrong. Hamburgers are German. This famous and delicious dish was born in the eightieth century in Hamburg, Germany. You can prepare a hamburger with bread rolls, mayonnaise, mustard, onion, tomato, lettuce, chili peppers and the most important ingredient, beef."



Write

3. Answer the questions.

- a) Are hamburgers from the United States? _____
- b) Where are hamburgers from? _____
- c) What are the ingredients to prepare a hamburger? _____

- d) Is a hamburger similar to a *torta*? _____
- e) What do you prefer a *torta* or a hamburger? _____



Think

4. Underline the corresponding option.

What's the name of the signs in **bold** in the e-mail?

- a) Wh – questions words
- b) Frequency words
- c) Punctuation marks



Write

5. Match the columns.

- _____ This punctuation mark is used to indicate the end of a sentence.
- _____ This punctuation mark is used to ask questions.
- _____ This punctuation mark is used to add to the excitement.
- _____ This punctuation mark is used to number things.

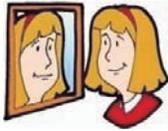
- a) Comma
- b) Exclamation mark
- c) Question mark
- d) Period

6. Read the dialogue and write the punctuation marks. Then, complete the recipe.

Chef: Good morning ____ Today we are going to make a delicious apple pi
 Mrs. Estrada: That sounds great ____ What do we need ____
 Chef: We need four apples ____ two limes ____ two cups of sugar ____ three e.
 ____ a slice of bread ____ butter ____ honey ____ and cinnamon ____
 Mrs. Estrada: Let's do it.



Apple pie



Check your progress

Underline the option that answers the question.

- A) What did you learn in this lesson?
- a) Punctuation marks and recipes.
 - b) Only recipes.
 - c) Only the use of some punctuation marks.

Lesson 62

Aim: Students will identify the most important dishes in their community and the ingredients which they are prepared with.

What's the traditional dish in your community?



Read

1. Discuss about the representative dishes of Mexico and write them

2. Read the dialogue.

Steve: Waiter!

Waiter: Are you ready to order?

Steve: No, I'm not. Could you tell me what the traditional dish is in this city, please?

Waiter: Well, it is *Mole Poblano*. Also *Chiles en Nogada* is a very famous dish.

Steve: What do you recommend?
Mole or *Chiles en Nogada*.

Waiter: Both are delicious. *Mole* is spicy and *Chiles* are sweet.

Steve: I don't like hot food; Mexican people eats a lot of chili and I have tasted it. It was a bad experience. Wait a moment, *Chiles en Nogada* are prepared with chilies. Why is it sweet?

Waiter: Because this dish mixes other sweet ingredients.

Steve: Are you sure that it isn't spicy?

Waiter: Yes, of course.

Steve: OK. I'll have *Chiles en Nogada*.





Write

3. Write True or False.

- a) Steve is in a restaurant in Puebla. _____
- b) He likes hot food. _____
- c) He prefers sweet food. _____
- d) He didn't choose *Chiles en Nogada*. _____
- e) He has tasted chili and it was a good experience. _____



Think

4. Look at the word in **bold** in the dialogue and write the corresponding option to complete the sentence.

This word indicates _____.

- a) Sequence
- b) Alternative
- c) Obligation



Write

5. Write some traditional dishes in your city or community. Choose one of them and write the ingredients.

Traditional dishes: _____

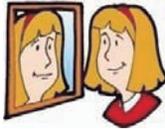
Name of the dish that you chose. _____

Ingredients: _____

6. Work in pairs and compare your dishes and the ingredients. Ask and answer the questions.

What's the traditional dish in your community? _____
What are the ingredients needed? _____

Do you like this dish? _____
Why? _____



Check your progress

Choose the corresponding option to complete the sentence.

A) The underlined word in the dialogue indicates _____.

- a) Alternative
- b) Sequence
- c) Addition

Lesson 63

Aim: Students will identify the use of "there is/are" in affirmative, negative and interrogative expressions.

Is there any cheese?



Read

1. Answer the questions.

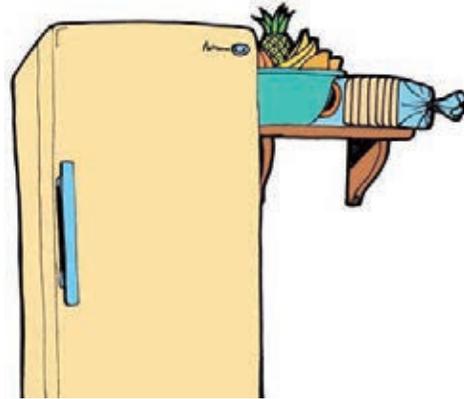
- a) Do you like sandwiches? _____
- b) What do you need to prepare a sandwich? _____

2. Read the dialogue.

Fernanda: Mom, remember that tomorrow we are going to visit the zoo. Miss Olivares told us that we have to bring our lunch.
Mother: You're right. I'm going to prepare some sandwiches for you. Is that OK?



Fernanda: Yes. I like sandwiches. What do we need to prepare them?
 Mother: We need lettuce and cheese. Also we need ham, bread, slices of tomato and mayonnaise. Look in the refrigerator if we have all the ingredients, please.
 Fernanda: Yes, Mom.
 Mother: **Are there** all the ingredients that we need?
 Fernanda: **No, there aren't.**
 Mother: Are there lettuce and tomatoes?
 Fernanda: **Yes, there are.**
 Mother: **Is there** any ham?
 Fernanda: **No, there isn't.**
 Mother: Is there a jar of mayonnaise?
 Fernanda: **Yes, there is.**
 Mother: Is there any cheese?
 Fernanda: No, there isn't.
 Mother: What about the bread?
 Fernanda: The bread isn't in the refrigerator.
 Mother: You're right. There is some on the shelf. So, we have to go to the store.



Write

3. Write True or False.

- a) There are all the ingredients to prepare the sandwiches. _____
- b) There is some cheese in the refrigerator. _____
- c) There aren't any tomatoes on the shelf. _____
- d) There isn't any ham in the refrigerator. _____
- e) There is a jar of mayonnaise in the refrigerator. _____



Think

4. Look at the words in **bold** in the dialogue and complete the chart.

Questions	Answers	
	Affirmative	Negative
Singular Is there...?		
Plural		
		No, there aren't



Write

5. Look at the picture and describe it. Use: there is, there isn't, there are, there aren't. Look at the example.



Example:

In the refrigerator there is a bar of butter. There are four apples.

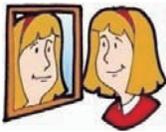
In the refrigerator _____

6. Work in pairs and draw some food or drink in the refrigerator. After that, ask to your partner about the things that you drew.

Example:

Student A: Is there any milk?

Student B: Yes, there are two cartons.



Check your progress

Underline the uncountable nouns in the following shopping list.

Shopping List

Apples
Sugar
Coffee
Cans of tuna fish
Cereal
Packets of pasta
Tea
Cookies
Milk

Lesson 64

Aim: Students will follow a recipe in order to prepare a dish.

Mix all the ingredients



Read

1. Underline the option that answers the question. Then, write the ingredients.

Remember Mrs. Salas. What was she going to prepare?

- a) A chocolate cookie cake
- b) *Guacamole*
- c) A hamburger

Ingredients

2. Match the pictures with the sentences.

Maribel: Where did you go, Mom?

Mrs. Salas: I went to the market because I needed the ingredients to prepare *guacamole* and some fruit.

Maribel: How do you prepare it?

Mrs. Salas: Let me tell you.

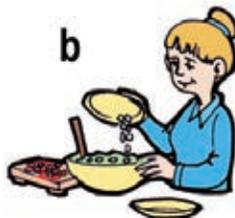
_____ **First**, peel several avocados.

_____ **Then**, mash the avocados with a fork.

_____ **After that**, cut two tomatoes, a small onion and some chilies.

_____ **Next**, mix all the ingredients. Add lemon juice and salt as you wish.

_____ **Finally**, serve the *guacamole* with *tortilla* chips or you can eat it in *tacos*.





Write

3. Correct the recipe.

Next, peel several avocados.

After that, mash the avocados with a fork.

First, cut two tomatoes, a small onion and some chillies.

Finally, mix all the ingredients. Add lemon juice and salt as you wish.

Then, serve the *guacamole* with *tortilla* chips or you can eat it in *tacos*.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



Think

4. Underline the corresponding option to complete the sentence.

The words in **bold** in exercise 2 indicate _____.

- a) Sequence
- b) Obligation
- c) Alternative



Write

5. Read the ingredients and underline the corresponding option. Then, order the procedure to prepare the dish.

Ingredients

- 1 grapefruit
- 3 oranges
- 3 lemons
- 6 cups of water
- 6 cups of sugar

- a) Strawberry marmalade
- b) Orange marmalade
- c) Peach maramalade

Procedure

Finally, boil in low heat for 4 to 6 hours until it is thick.

First, obtain the ingredients; you need 1 grapefruit, 3 lemons, 3 oranges, about 6 cups of sugar, about 6 cups of water.

After that, put the fruit and the water in a pot and let stand for 10 hours.

Next, add the sugar into the pot.

Then, cut the fruit into very small pieces.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

6. Match the pictures with the sentences in exercise five.



Check your progress

Write the words to indicate a sequence.

Lesson 65

Aim: Students will identify that the form “how much” is used to ask questions about uncountable nouns.

How much milk do we need?



Read

1. Classify the following words.

Milk	Tuna fish	Two cans of tuna fish	Sugar
Apples	Coffee	A bar of butter	Mangoes

Countable nouns

Uncountable nouns

2. Read the information and complete the list of ingredients for the recipe.

Laura: Mom tomorrow is my best friend’s birthday and I don’t have any money to buy a gift for her.
 Mother: Don’t worry. Let’s make a chocolate cookie cake.
 Laura: Great idea! What do we need?
 Mother: We need six cookies, milk, three eggs, chocolate and flour. Look in the refrigerator. Is there any milk?
 Laura: **How much** do we need?
 Mother: We need a cup of milk.
 Laura: Yes, there is a carton of milk.
 Mother: Is there any chocolate?
 Laura: Yes, there is a packet. What about flour?
 Mother: There is a bag of flour on the shelf.
 Laura: **How much** do we need?
 Mother: We need eight ounces.
 Laura: Where are the cookies?
 Mother: They’re on the shelf too.
 Laura: We have all the ingredients to make the cake.
 Mother: You’re right. Let’s do it.

**CHOCOLATE CAKE
INGREDIENTS**

6 cookies





Write

3. Underline the option that answers the question.

A) Why are Laura and her mother going to make a cake?

a) Because it is Laura's birthday. b) Because it is Laura's best friend's birthday.

B) How many eggs do they need for the chocolate cookie cake?

a) Three b) Thirteen

C) How much milk do they need?

a) A cup b) A liter

D) How much flour do they need?

a) Nine ounces b) Eight ounces

E) Where are the cookies and the flour?

a) On the refrigerator b) On the shelf



Think

4. Answer the question.

What's the expression used to ask questions about uncountable nouns?



Write

5. Complete the ingredients for the recipe

eggs

butter

flour

milk

jam

honey

Hot Cakes
Ingredients

100 grams of _____

Two cups of _____

A packet of _____

Three _____

Jam or _____ as you wish.

6. Work in pairs to ask and answer about the ingredients for the recipe.

Example:

Student A: How much milk do you need?

Student B: I need two cups.

Student A: _____

Student B: _____

Student A: _____

Student B: _____



Check your progress

Write correct or incorrect.

A) How many butter do you want?

I want two bars.

B) How much sugar do you need?

I need three spoons.

Lesson 66

Aim: Students will identify that the form “how many” is used to ask questions about countable nouns.

How many eggs do you need?



Read

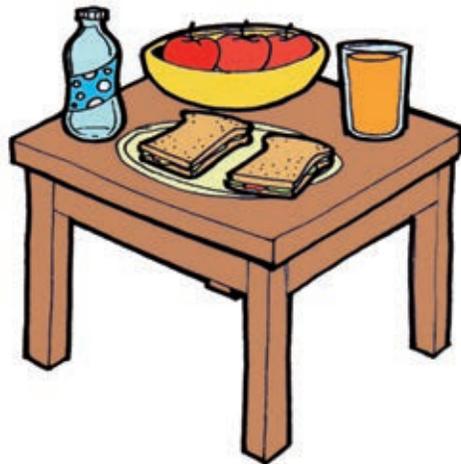
1. Look at the picture and answer the questions.

a) How many apples are there on the table?

b) How much orange juice is there?

c) How many sandwiches are there?

d) How much water is there?



2. Read the dialogue.

Antonio: When is my mother going to come back from Oaxaca?

Father: Maybe tomorrow, your grandmother feels better.

Antonio: That will be great. I'm hungry dad.

Father: What would you like for breakfast?

Antonio: I want eggs to the Mexican style and a big glass of milk.

Father: OK. Help me please. Give some eggs, they're on the shelf.

Antonio: **How many** eggs do you need?

Father: Four. And give some tomatoes, please.

Antonio: **How many** tomatoes do you need?

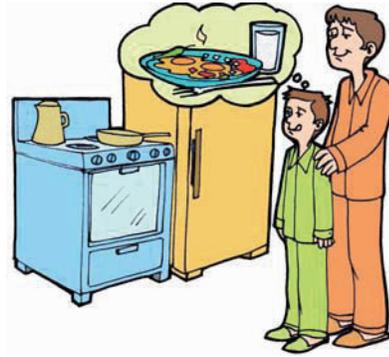
Father: Two. Please, give me four chilies and an onion.

Antonio: Here you are.

Father: Where's the bottle of oil?

Antonio: It's on the shelf, next to the eggs.

Father: You're right.



Write

3. Answer the questions.

- How many eggs does Antonio's father need? _____
- How many tomatoes does Antonio's father need? _____
- How many bottles of oil are there on the shelf? _____
- How many onions does Antonio's father need? _____
- Where are the eggs? _____
- Is Antonio wearing a pajama? _____



Think

4. Answer the question.

What's the expression used to ask questions about countable nouns?



Write

5. Read the ingredients and answer the questions.

Eggs to the Mexican style
Ingredients

For two portions

4 eggs
3 tomatoes
Half an onion
A spoon of oil
Five chilies
Salt as you like

a) How much oil does it need to prepare the eggs to the Mexican style?

b) How many eggs does it need to prepare the eggs to the Mexican style?

c) How many onions does it need to prepare the eggs to the Mexican style?

d) How much salt does it need to prepare the eggs to the Mexican style?

e) How many tomatoes does it need to prepare the eggs to the Mexican style?



Check your progress

Write Countable / Uncountable.

A) How much butter is there?

There is a bar. _____

B) How many onions are there?

There are three. _____

Lesson 67

Aim: Students will use sequence words to write a coherent text.

First, cut the tomatoes



Read

1. Order the sequence words.

Then, Finally, First, Next, After that

2. Read the information.

Father: What are you doing Miguel?

Miguel: I'm doing my homework. I'm making a poster with a recipe because I'm going to present it to the class.



A ham and cheese sandwich

Ingredients

Three slices of tomato, mayonnaise, a slice of ham, a slice of cheese, a slice of onion, a lettuce leaf, two slices of bread.

Procedure

First cut the tomato and onion.

Then, spread the mayonnaise on the slices of bread.

After that, add the slices of ham, cheese, tomato, onion and lettuce on one slice of bread.

Next, cover the ingredients with the remaining slice of bread.

Finally, eat and enjoy.



Write

3. Fill in the blanks with “How much/How many” and answer the questions with the information in the poster.

- a) _____ slices of tomato do you need for the sandwich?

- b) _____ mayonnaise do you need for the sandwich?

- c) _____ ham do you need for the sandwich?

- d) _____ cheese do you need?

- e) _____ slices of bread do you need?



Think

4. Underline the corresponding option to complete the sentence.

The sequence words help you to _____.

- a) give warnings
- b) write a coherent text
- c) give directions



Write

5. Answer the questions with your information.

- a) What’s your favorite dish? _____
- b) What’s your favorite drink? _____
- c) What’s your favorite dessert? _____

6. Write the ingredients and the procedure to prepare the dish or drink you like and illustrate it.

Ingredients: _____

Procedure

First, _____

Then, _____

After that, _____

Next, _____

Finally, _____



Check your progress

Match the columns.

_____ Spread
_____ Cut
_____ Add
_____ Cover

a) Agregar
b) Untar
c) Cubrir
d) Cortar

Lesson 68

Aim: Students will check their progress answering exercises about the last lessons.

Mini Check



Read

1. Find the sequence words in the search word.

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

2. Order the sentences to write the procedure to prepare lemonade.

Then, cut them in halves First, wash the lemons. Finally, drink and enjoy.
Next, add sugar and mix all the ingredients.
After that, squeeze the lemons into a jar with enough water.

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



Write

3. Write the ingredients to prepare lemonade.

Ingredients: _____



Think

4. Choose the corresponding option to complete the information.

- a) Follow recipes
- b) Ingredients about food and drink
- c) First, Then, After that, Next, Finally

Vocabulary: _____

Grammar: _____

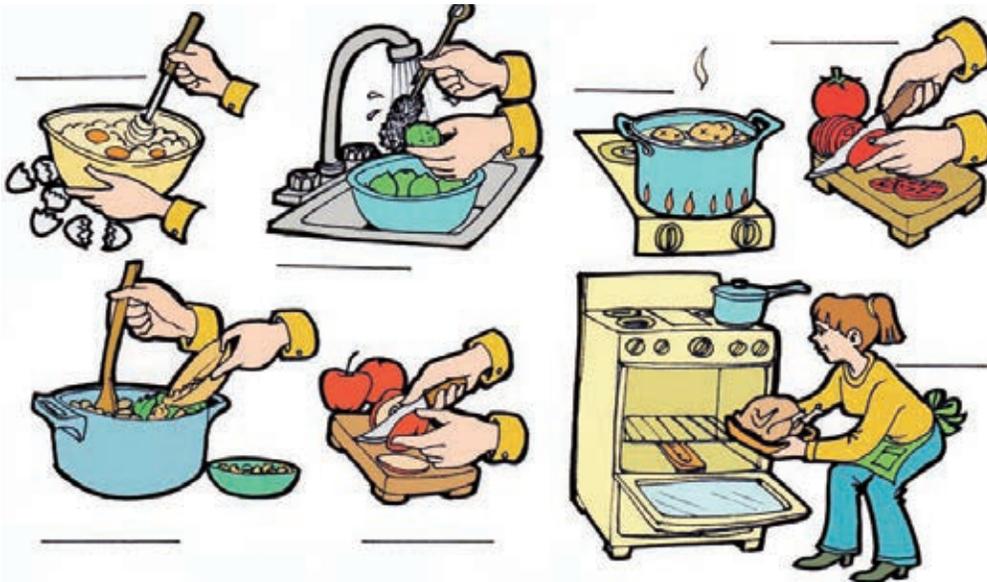
Function: _____



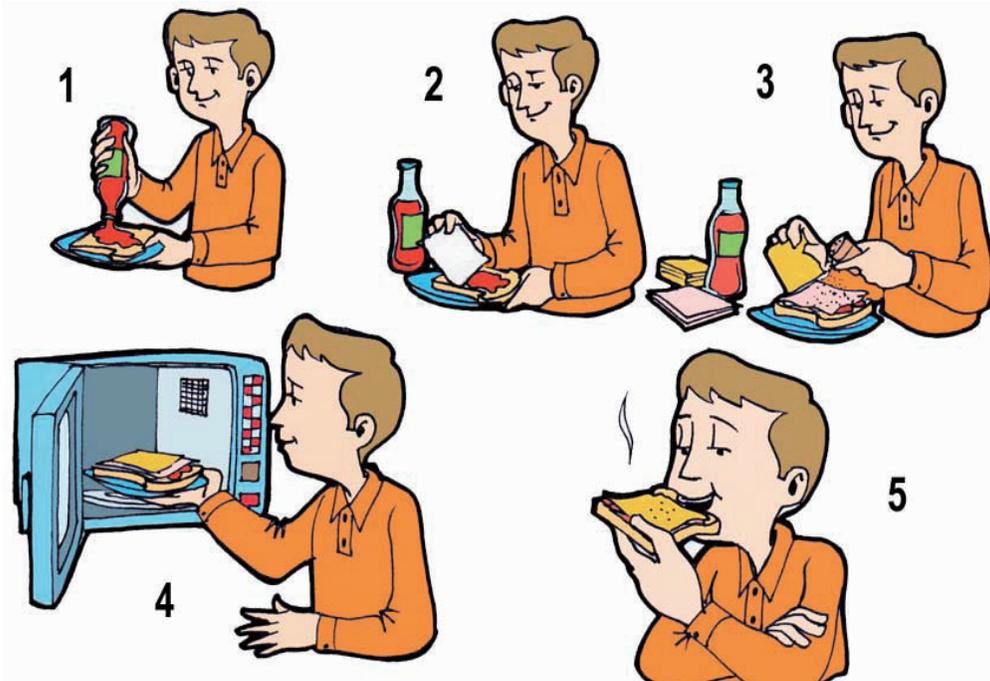
Write

5. Look at the pictures and match them with the verbs used in recipes.

- a) Spread the mayonnaise
- b) Slice the tomatoes
- c) Mix all the ingredients
- d) Cut the fruit
- e) Beat the eggs
- f) Fry the fish
- g) Boil the potatoes
- h) Put in the oven
- i) Wash the lemons



6. Look at the pictures and number the sentences to write the recipe of a quick pizza.



- _____ Finally, enjoy a delicious and quick pizza.
- _____ Next, put it in the microwave for a few minutes.
- _____ First, put some tomato ketchup on a slice of bread.
- _____ After that, add some cheese and a little oregano.
- _____ Then, put some ham on the bread.



Check your progress

Underline the corresponding option to answer the question.

You can use these words to join individual sentences and/or paragraphs and give them a sequence in order to write a coherent text.

- a) Wh-question words
- b) Sequence words
- c) Punctuation marks

Lesson 69

Aim: Students will generate and organize ideas coherently in order to produce the skeleton of a recipe; including ingredients and procedure.

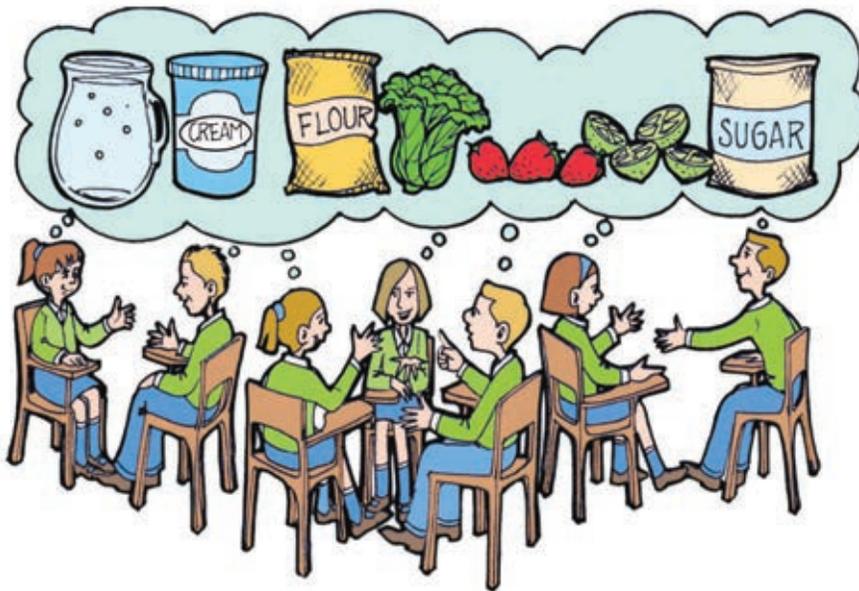
Project: A recipe book. Part one



Read

Writing a draft of the recipe.

1. Work in teams of four students and discuss about a recipe; also talk about the ingredients and the procedure. Think in a short and easy recipe because you will bring the ingredients to the classroom in order to prepare a dish or a drink following the procedure.



2. Write the ingredients and the procedure to prepare the dish or the drink that you have chosen.

Ingredients

Procedure:

First, _____

Then, _____

After that, _____

Next, _____

Finally, _____



2. Show your recipe to your teacher in order to check it.
3. Rewrite the recipe on a sheet of paper; also you have to illustrate it and write the name of the members in your team. Give the recipe to your teacher in order to join it with the recipes from the other teams and make the recipe book.
4. At home write the ingredients in a big sheet of paper because you will need it for the next class.

Lesson 71

Aim: Students will develop the recipe in the class at the end of the presentations they will have a recipe book.

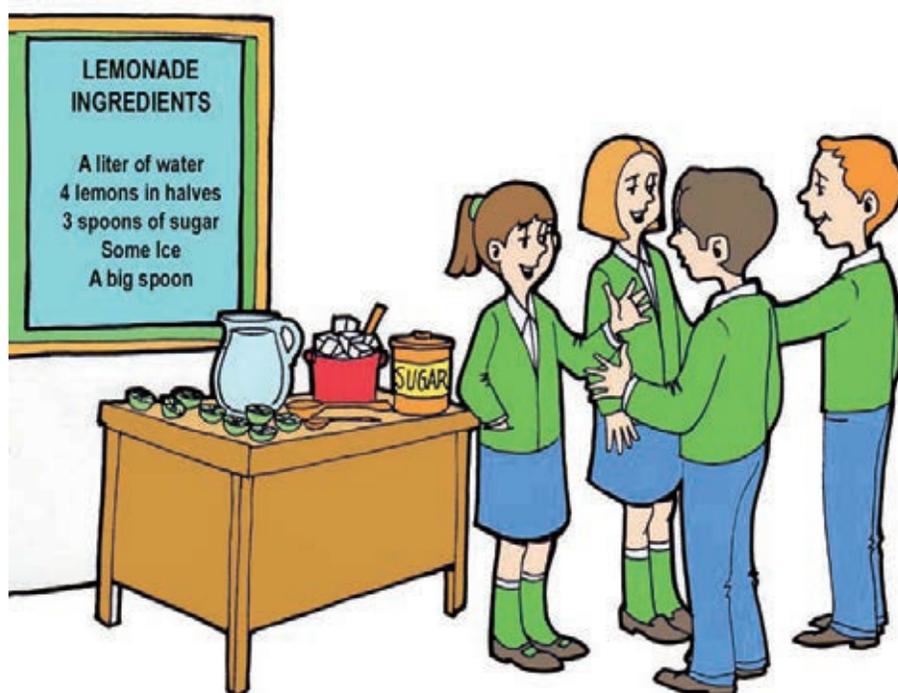
Project: A recipe book. Part three



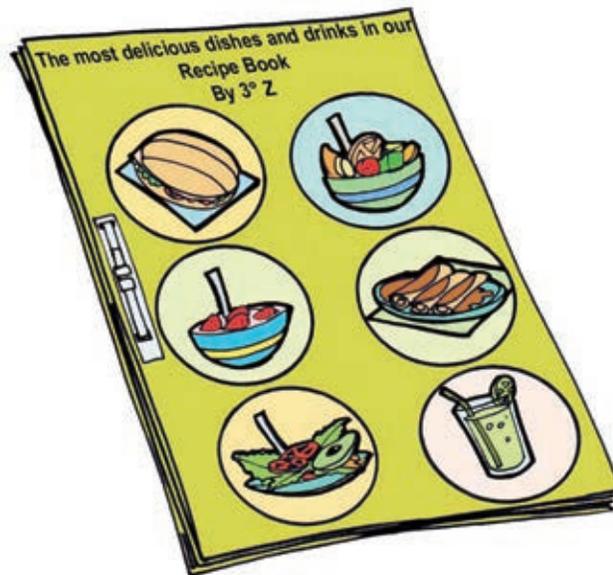
Read

Presentation of the recipe.

1. Get in teams and organize the ingredients that you brought to the classroom.
2. Put the poster with the ingredients on the wall or on the blackboard and present your recipe to your classmates.



3. After the presentations of the recipes, your teacher will join all the recipes with a clip to make the recipe book. Make a cover and illustrate it; include a title, the school's name, the group, etc.



Lesson 72

Aim: Students will check their progress answering exercises about the last lessons.

Review



Read

1. Read the e-mail.



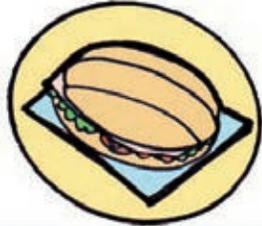
2. Read the e-mail.

✕ ✓ ← □ 📁 📧 ☰

From: betymarmoles@coolttime.com
To: sullysullyvan@friends.com
Subject: A delicious *torta*.

Hello, Sully. Here you are the ingredients for the *torta*.

Basic ingredients	Optional ingredients
<i>Bolillos</i>	Ham
Fried beans	Eggs
Avocados	Lettuce
Hot peppers	Tomato
	Lettuce
	Mayonnaise
	Cream



Procedure
First, spread the fried beans on a half of the *bolillo* and add ham, cheese, eggs or other ingredient you want.
Then, add avocado, slices of tomato and lettuce as you wish.
After that, spread mayonnaise or cream on the other half of the *bolillo*.
Next, cover all the ingredients.
Finally, enjoy your *torta*.

Regards.
Bety

3. Write True or False.

- a) Bety is describing a hamburger in the e-mail. _____
- b) People use *tortillas* for *tortas*. _____
- c) *Tortas* are expensive. _____
- d) Mexican people don't like *tortas*. _____
- e) All the ingredients are necessary for a *torta*. _____



Think

4. Underline the corresponding option.

In this unit you learned to:

- a) Asking and give directions.
- b) Ordering in a restaurant and follow a recipe.
- c) Life in the future.

5. Order the sentences to write a dialogue.

Waitress I'll have an apple pie. What would you like to drink?
 Are you ready to order? I'd like lemonade, please. And for dessert?
 Yes, please. I'll have the roast chicken and a Caesar salad.

Customer: _____
 Waitress: _____
 Customer: _____
 Waitress: _____
 Customer: _____
 Waitress: _____
 Customer: _____

6. Find twenty items of food and drink in the search word.

FRUIT SALAD	PIZZA	TEA	VEGETABLE SOUP	JUICE
ICE CREAM	COFFEE	CAPUCCINO	MIXED SALAD	FISH
SALMON	STEAK	SPAGHETTI	LEMONADE	SODA
CHEESE CAKE	APPLE PIE	MEATBALLS	CHERRY PIE	PORK

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

Answer key

Lesson 58 Mini Check

2.
Page 210

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

3.
Page 211

Waitress: Are you ready to order?

Miss Herrera: Yes, I'll have a vegetable soup and the roast chicken.

Waitress: What would you like to drink?

Miss Herrera: I'd like lemonade, please.

Waitress: And for dessert?

Miss Herrera: May I have a strawberry ice cream?

Waitress: Anything else?

Miss Herrera: No, that's all. Thank you.

4.
Page 211

b) Asking for food and drink in a restaurant.

6.
Page 212

Incorrect X
Correct amount \$ 48

Correct X

Boys and Girls Kitchen		
Please pay ...		
1	Sm. hawaiian	\$ <u>36</u>
2	Lg. mexican	\$ <u>38</u>
1	French fries	\$ <u>15</u>
	Total	\$ <u>89</u>

Lesson 68
Mini Check

1.
Page 239

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

2.
Page 239
- First, wash the lemons.
 - Then, cut them in halves.
 - After that, squeeze the lemons into a jar with enough water.
 - Next, add sugar and mix all the ingredients.
 - Finally, drink and enjoy.

4.
Page 240
Vocabulary: Ingredients about food and drink.
Grammar: First, Then, After that, Next, Finally.
Function: Follow recipes.

6.
Page 241
- Finally, enjoy a delicious and quick pizza.
 - Next, put it in the microwave for a few minutes.
 - First, put some tomato ketchup on a slice of bread.
 - After that, add some cheese and a little oregano.
 - Then, put some ham on the bread.

Lesson 72
Review

3.
Page 247
- False
 - False
 - False
 - False
 - False

4.

Page 247

b) Ordering in a restaurant and follow a recipe.

5.

Page 248

Customer: Waitress!

Waitress: Are you ready to order?

Customer: Yes, please. I'll have the roast chicken and a Caesar salad.

Waitress: What would you like to drink?

Customer: I'd like lemonade, please.

Waitress: And for dessert?

Customer: I'll have an apple pie.

6.

Page 248

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



Check your progress

Lesson 52

Page 195

Quantities
half a kilo of tomatoes
a quart of lemons
a kilo of avocados

Lesson 53

Page 198

Countable	Uncountable
A can of tuna fish	Rice
A packet of pasta	Sugar
Three apples	Tea
Two jars of coffee	Cereal
A glass of milk	Mayonnaise
A kilo of grapes	Milk

Lesson 54

Page 201

A) Why don't we go to...?

Lesson 55

Page 204

\$ 151

Lesson 56

Page 207

A) I'll have

B) I'd like

Lesson 57

Page 209

May I have ...?, Could I have ...?, I'd like..., I'd like to order..., I'll have...

Lesson 58

Page 212

a) Vocabulary: Food and drink.

b) Function: Ordering in a restaurant.

c) Grammar: May I take your order?; I'd like a sandwich; I'll have a hamburger

Lesson 59

Page 212

B
C
A

Lesson 60

Page 219

Pronouns	Affirmative	Interrogative
I	<u>Do</u>	<u>Don't</u>
You		
They		
We		

Pronouns	Affirmative	Interrogative
She	<u>Does</u>	<u>Doesn't</u>
He		
It		

Lesson 61

Page 222

a) Punctuation marks and recipes.

Lesson 62

Page 224

c) Addition

Lesson 63

Page 227

Shopping List
Apples
<u>Sugar</u>
<u>Coffee</u>
Cans of tuna fish
<u>Cereal</u>
Packets of pasta
<u>Tea</u>
Cookies
<u>Milk</u>

Lesson 64

Page 230

First, Then, After that, Next, Finally

Lesson 65

Page 253

A) incorrectB) correct**Lesson 66**

Page 235

A) UncountableB) Countable**Lesson 67**

Page 238

b)d)a)c)**Lesson 68**

Page 241

b) Sequence words**Support materials**

Subjects	Suggested material
Ordering in a restaurant Following recipes Vocabulary Coriander Cilantro Draft Borrador (texto) Fork Tenedor Interviewer Entrevistador Meatballs Albóndigas Spoon Cuchara Tablecloth Mantel Vase Florero Waiter Mesero Waitress Mesera	Menu Traditional dishes recipes

Propósitos para cada sesión	
Unidad 3 Comida y Bebida	El propósito de esta unidad es capacitar a los estudiantes para participar en conversaciones en las que se ordena comida y bebida, así como para describir la que les gusta o conocen y sus recetas, y aprender acerca de la comida o bebida en otras partes del mundo.
Lección 52	Al finalizar la sesión, los alumnos usarán expresiones para vender frutas y vegetales.
Lección 53	Al finalizar la sesión, los alumnos identificarán los sustantivos contables y los no contables.
Lección 54	Al finalizar la sesión, los alumnos elegirán un lugar para comer dependiendo de lo que quieren.
Lección 55	Al finalizar la sesión, los alumnos crearán un menú usando vocabulario de comida, bebidas, ensaladas y postres.
Lección 56	Al finalizar la sesión, los alumnos mantendrán una conversación para ordenar comida y bebida en un restaurante.
Lección 57	Al finalizar la sesión, los alumnos representarán una escena en un restaurante usando el vocabulario, expresiones y material correspondiente.
Lección 58	Al finalizar la sesión, los alumnos revisarán su progreso actuando una escena de un restaurante y resolviendo ejercicios acerca de los temas tratados en lecciones anteriores.
Lección 59	Al finalizar la sesión, los alumnos elegirán su platillo favorito teniendo varias opciones.
Lección 60	Al finalizar la sesión, los alumnos usarán vocabulario acerca de comida y bebida para preguntar y responder acerca de gustos y preferencias.
Lección 61	Al finalizar la sesión, los alumnos identificarán el uso de algunos signos de puntuación usados en recetas.
Lección 62	Al finalizar la sesión, los alumnos identificarán los platillos representativos de su comunidad y los ingredientes de ellos.
Lección 63	Al finalizar la sesión, los alumnos identificarán el uso de <i>there is/are</i> en expresiones interrogativas, afirmativas y negativas.
Lección 64	Al finalizar la sesión, los alumnos seguirán los pasos de una receta para preparar un platillo.
Lección 65	Al finalizar la sesión, los alumnos identificarán que la forma <i>how much</i> es usada para hacer preguntas acerca de sustantivos no contables.
Lección 66	Al finalizar la sesión, los alumnos identificarán que la forma <i>how many</i> es usada para hacer preguntas acerca de sustantivos contables.
Lección 67	Al finalizar la sesión, los alumnos usarán las palabras que indican secuencia para escribir un texto coherente.
Lección 68	Al finalizar la sesión, los alumnos revisarán su progreso resolviendo ejercicios acerca de las lecciones anteriores.

Lección 69	Al finalizar la sesión, los alumnos generarán y organizarán sus ideas coherentemente para escribir un borrador de una receta, incluyendo ingredientes y procedimiento.
Lección 70	Al finalizar la sesión, los alumnos escribirán la versión final de su receta ilustrándola con dibujos o recortes.
Lección 71	Al finalizar la sesión, los alumnos desarrollarán la receta en el salón de clases y obtendrán su libro de recetas.
Lección 72	Al finalizar la sesión, los alumnos revisarán su progreso resolviendo ejercicios acerca de las lecciones tratadas en esta unidad.

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3er Grado

INGLÉS III

Unit 4

Planning Holidays

Unit 4

Planning Holidays

Purpose

The purpose of this unit is to enable students to describe and discuss future plans in the context of holidays and travel.

Lessons

- Lesson 73 What is your community like?
- Lesson 74 Where is Morelia?
- Lesson 75 What's the weather in London on winter like?
- Lesson 76 How can I get to the downtown?
- Lesson 77 Where can I buy some souvenirs?
- Lesson 78 There is a bank on the corner of Reforma Street and Juarez Avenue
- Lesson 79 What time is the next bus to Oaxaca?
- Lesson 80 I need a single ticket to Zacatecas
- Lesson 81 Mini Check
- Lesson 82 I'm going to attend a conference
- Lesson 83 We are going to camp in the woods
- Lesson 84 Project: A travel brochure. Part one
- Lesson 85 Project: A travel brochure. Part two
- Lesson 86 Project: A travel brochure. Part three
- Lesson 87 Project: A travel brochure. Part four
- Lesson 88 Mini Check
- Lesson 89 Mini Check
- Lesson 90 Mini Check
- Lesson 91 She is going to visit Palenque next weekend
- Lesson 92 Are you going to visit the Wax Museum?
- Lesson 93 Review
- Lesson 94 Review
- Lesson 95 A plan to clean the school
- Lesson 96 Cleaning the school

Lesson 73

Aim: Students will describe their community.

What is your community like?



Read

1. Read the dialogue and underline the adjectives that describe a place.



2. Read the following information.

The image shows a screenshot of a web-based chat application. At the top, there is a yellow header bar with a back arrow on the left and icons for window management (minimize, maximize, close) on the right. Below this is a green header bar with the title "Happy Chat" in pink. Underneath the green bar is a white bar with four icons: a smiley face (Invite), a red circle with a slash (Not admit), a printer (Print), and a floppy disk (Save). The main chat area has a white background and contains a conversation. Mariana's messages are in pink text with a pink speech bubble icon, and Richard's messages are in green text with a green speech bubble icon. At the bottom of the chat area, there is a white input field with Mariana's message "That sounds great." and a blue "Send" button.

← □ □ □ □ □

😊 🚫 🖨️ 💾 Happy Chat

Invite Not admit Print Save

🗨️ Mariana says:
Hello everybody. How are you?

🗨️ Richard says:
Hi. I'm fine, and you?

🗨️ Mariana says:
I'm fine, too. Where are you from?

🗨️ Richard says:
I'm from Australia. What about you?

🗨️ Mariana says:
I'm from Mexico.

🗨️ Richard says:
Oh! What a beautiful country. I was there last summer. I met a lot of friendly people and visited wonderful places.

🗨️ Mariana says:
Really? What places did you visit?

🗨️ Richard says:
I visited Chiapas, Tabasco, the Mexico City and Morelos.

🗨️ Mariana says:
I live in Morelos.

🗨️ Richard says:
Where do you live in Morelos? Tell me about it. I visited Cuernavaca. Xochicalco and Tepoztlan.

🗨️ Mariana says:
I live in a big, touristic and beautiful town. It is Tlayacapan; it is very near to Cuernavaca and Mexico City. It is clean, quiet and hot; people are kind. There is a big church which was a monastery long time ago. Next to the church there is a museum where you can admire some mummies. The town is famous because people sell clay pots, flower pots and handicrafts. Also you can eat delicious traditional food like *cecina*. If you are stressed, you can go to a *Temazcal* and take a hot bath. As you can read, my town is so interesting and wonderful. You should visit it the next time that you come to Mexico.

🗨️ Richard says:
Yes, of course. I will visit it very soon. I would like to meet you too.

🗨️ Mariana says:
That sounds great.

Send



Write

3. Write True or False.

- a) Richard is Australian.
- b) Tlayacapan is in the state of Chiapas.
- c) Mariana is Mexican.
- d) There is a museum in Tlayacapan.
- e) Richard hasn't visited Mexico.



Think

4. Answer the question.

What's the name of the words that we use to describe the appearance of a place? _____



Write

5. Complete the chart with your information. Then, ask to a classmate.

Questions	You	Classmate
What's your name?		
Where do you live?		
What's your community like?		
How can somebody get there?		
Which places can be visited there?		

6. Imagine you are chatting with a person from other country. Write about your community.

The screenshot shows a chat window with a green title bar containing window control icons. Below the title bar is a yellow toolbar with icons for 'Invite' (smiley face), 'Not admit' (prohibited sign), 'Print' (printer), and 'Save' (floppy disk), with the text 'Happy Chat' to the right. The main chat area has a white background with a red border. It contains a message from 'Richard' in green text: 'Hi. I would like to know more about Mexico. Please, tell me about your community.' Below this is a blue speech bubble icon followed by a blank line and the text 'says:'. Underneath is the word 'you' followed by several horizontal blue lines for writing. At the bottom of the chat area, there is another message from 'Richard' in green text: 'I think your community is very interesting.' To the right of this message is a blue oval button with the word 'Send' in white.



Check your progress

Underline the corresponding option.

These words are adjectives that we use to describe the appearance of something.

- a) First, Then, After that, Finally.
- b) On, under, next to, between.
- c) Big, beautiful, clean, polluted, colonial, modern.

Lesson 74

Aim: Students will describe a place different from the community where they live.

Where is Morelia?



Read

1. Answer the question.

Where is Morelia? _____

2. Read the conversation.

Mr. Cabrera: What are we going to do this weekend family?

Mrs. Cabrera: I would like to visit my relatives in Morelia. Why don't we go there?

Mauro: Where is Morelia Mom?

Mrs. Cabrera: It is in Michoacan.

Marcela: Is it the place **where** the Monarch butterflies live?

Mr. Cabrera: Yes, it is. Let me show you a map. Look, this is Michoacan. There are many wonderful places to visit.

Mauro: Is it far away from Mexico City?

Mr. Cabrera: Yes it is. It takes four or five hours.

Marcela: Are we going to travel by bus **or** by our own car?

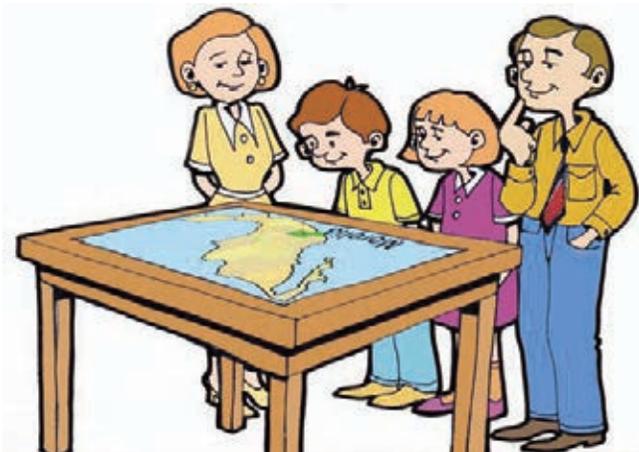
Mr. Cabrera: I think it will be more comfortable if we travel by bus.

Mauro: Where are we going to stay?

Mrs. Cabrera: We can stay at my aunt's house. She is very kind. There live some cousins that you don't meet. It will be funny for you to visit them.

Mauro: That sounds great.

Mrs. Cabrera: Also, we can go to Quiroga, Patzcuaro or Janitzio.





Write

3. Answer the questions.

- a) Is Morelia the capital of Michoacan? _____
- b) When is the Cabrera family going to visit Morelia? _____
- c) Who are they going to visit there? _____
- d) Is Morelia near from Mexico City? _____
- e) Which places does Mrs. Cabrera suggest to visit? _____
- f) Are they going to stay in a Hotel? _____
- g) Where are they going to stay? _____



Think

4. Use the words in **bold** in the dialogue to complete the sentence.

Notice that some linking devices indicate alternative: _____, while others indicate place: _____.



Write

5. Read the descriptions and match the columns.

- _____ In this place you can admire wonderful landscapes; you can visit the jungle and have an adventure in the Sumidero Canyon.
- _____ In this place you can visit the Comalcalco archaeological site, La Venta museum the old cacao haciendas and beautiful lagoons and beaches.
- _____ You can recognise this place because the famous Cerro de la Silla.
- _____ This is a colonial place, there you can walk or drive underground through big tunnels. Also you can visit a famous museum where you can see mummies.
- _____ In this city you can find from a famous archaeological site, Teotihuacan, until the most modern buildings.

- a) Guanajuato
- b) Mexico City
- c) Tabasco
- d) Chiapas
- e) Monterrey



6. Describe three places that you know as the ones in exercise 5. Then, exchange your book, your classmate has to guess and write the name of the place you are describing.

Example:

In this place you can admire and swim in the sea. Also there is an important archaeological site, El Tajin, and a famous town, Catemaco.

Answer: Veracruz

1) _____

Answer: _____

2) _____

Answer: _____

3) _____

Answer: _____



Check your progress

Underline the corresponding option.

These other linking devices indicate sequence.

- a) Or, and, but, because
- b) First, then, after that, next, finally.
- c) When, where, which

Homework. Look for information and some pictures about other country and bring them for the next class.

Lesson 75

Aim: Students will identify some characteristics of other country by reading a text.

What's the weather in London on winter like?



Read

1. Underline the corresponding option to complete the sentence.

London is the capital of _____.

a) The United States b) Canada c) England

2. Read the article.

THE MOST WONDERFUL PLACES IN THE WORLD.

London: the capital of England.

London is one of the most wonderful and admired cities in the world. In this city you can see from old castles until modern buildings like the six airports and the Eurostar rail that joins London with Paris. Also you can visit the Big Ben, British museums, and other places. In the city you can travel by taxi or by the traditional red buses.

The most of the time the weather is cold and rainy. In the winter is snowy and it is colder than any other season. The Beatles is a famous and representative rock music band from England in the world.





Write

3. Read the sentences and underline the ones that describe London.

- a) It is the capital of England.
- b) Its language is Japanese.
- c) The weather in winter is cold and snowy.
- d) Its traditional dish is *mole* and chicken.
- e) You can visit the Big Ben.
- f) The weather is cold and sunny in winter.
- g) The Eurostar rail joins London to Paris.
- h) England is in Europe.
- i) London is both, an old and modern city.
- j) In London there are six airports.



Think

4. Read the sentence and underline the corresponding option.

This linking device indicates addition.

- a) but
- b) or
- c) and

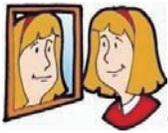


Write

5. Use the information that you brought to the classroom to answer the following questions. If you didn't bring any one, don't worry because you can write about your country, city or town.

- a) What's the name of the place? _____
 - b) Where is it? _____
 - c) What's the weather on winter like? _____
 - d) What's the weather on summer like? _____
 - e) What's its capital? _____
 - f) Write some other characteristics about this place. _____
- _____
- _____

6. Design an article like the one in exercise 2. Use the information and pictures that you brought to the classroom. After that, exchange your book with a classmate and read the article.



Check your progress

Choose the corresponding word to complete the sentences.

but or and

a) This linking device indicates addition. _____

b) This linking device indicates contrast. _____

c) This linking device indicates alternative. _____

Lesson 76

Aim: Students will identify methods of transport to get to some place.

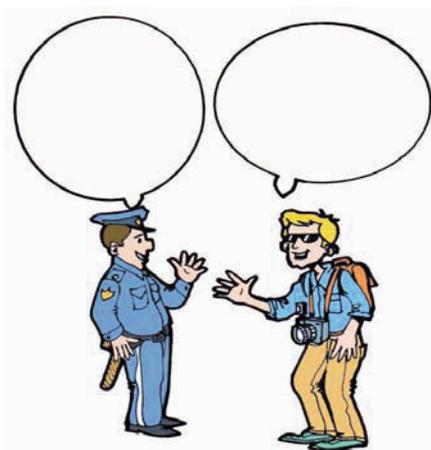
How can I get to the downtown?



Read

1. Look at the picture and write the corresponding expression in the correct bubble.

- a) Go straight for seven blocks and ...
It's better to take a taxi.
- b) Excuse me, how can I get to
the downtown?



2. Read the dialogue.

Tourist: Excuse me. How can I get to The Palace of Fine Arts? Is it far away from here?

Policeman: No, it isn't. You can go **on foot**. Go straight until 5 de Mayo Street and turn left. Then go straight for three blocks and turn right on Lazaro Cardenas Avenue. It's on your right. You will see it because it's very big and beautiful.

Tourist: Thanks. And Where's the Monument of the Revolution?

Policeman: It's on Republic Avenue.

Tourist: How can I get there?

Policeman: **By taxi** because it is far away from here.

Tourist: And, how can I get to Acapulco?

Policeman: **By bus, by airplane** or **by car**.

Tourist: Thank you very much. Mexican people are very nice.





Write

3. Underline the corresponding option.

- A) What's the fastest method of transport to get to other country?
a) By train
b) By bus
c) By airplane
- B) What places does the tourist want to visit?
a) The Latinoamericana Tower and the Monument of the Revolution.
b) The Palace of Fine Arts, the Monument of the Revolution and Acapulco.
c) Acapulco, the Palace of Fine Arts and the Anthropology museum.
- C) What are the suggestions from the policeman to get to Acapulco?
a) Traveling by train, by bus or by airplane.
b) Going by airplane, by bus or by car.
c) Going by airplane, by bus or on foot.
- D) Where's the Monument of the Revolution?
a) It's on Lazaro Cardenas Avenue.
b) It's on Republic Avenue.
c) It's on Reforma Avenue.
- E) What's the tourist's opinion about Mexican people?
a) Mexican people are very nice.
b) Mexican people are very impatient.
c) Mexican people aren't very nice.



Think

4. Look at the words in **bold** in the dialogue in exercise 2 and underline the corresponding sentence.

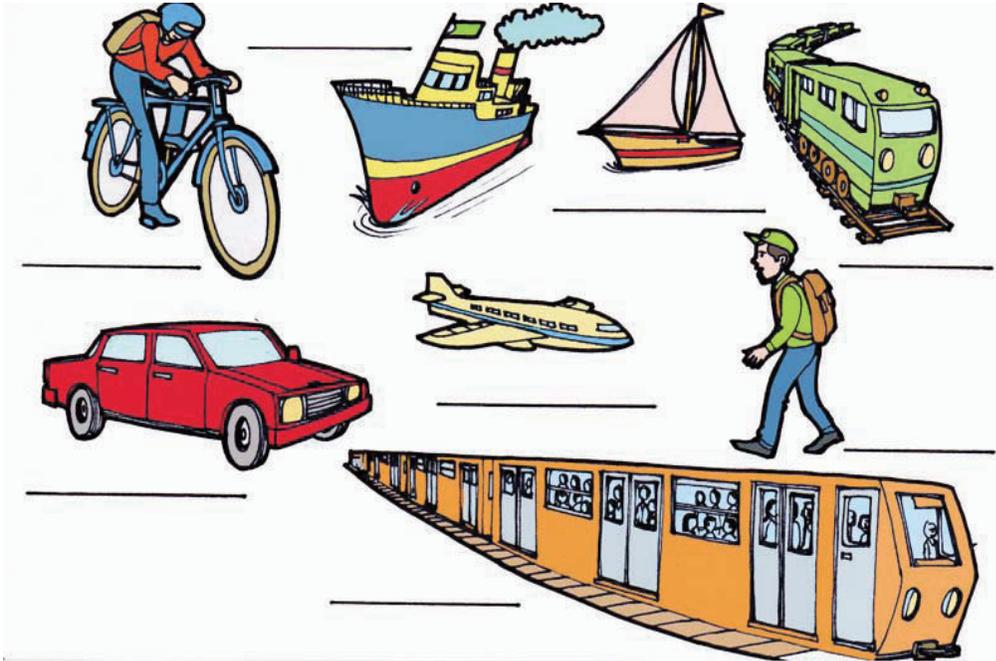
- a) Some linking devices indicate a particular method of transport.
b) Some verbs indicate particular method of transport.
c) Some prepositions indicate a particular method of transport.



Write

5. Match the pictures with the corresponding method of transport.

- a) by train
- b) by airplane
- c) by bus
- d) by car
- e) on foot
- f) by ship
- g) by bicycle
- h) by subway
- i) by boat



6. Use the corresponding words to complete the dialogue. Then act it with a classmate.

by bus on foot by airplane

Carlos: What are you doing Father?

Father: I'm planning the next holidays. I would like to travel _____ because it is faster than the other transport methods but it is more expensive.

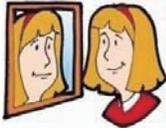
Carlos: Why don't we travel _____? It is comfortable and less expensive. We can go to the bus station and buy the tickets.

Father: You're right.

Carlos: Where are we going to go?

Father: We can visit your grandparents in Guadalajara and going to the beach.

Carlos: That sounds great. The beach isn't far from my grandparent's house. We can go _____.



Check your progress

Write the corresponding method of transport.

- This is the fastest method of transport to travel to other country. _____
- If you travel in this ways, you don't generate pollution. _____
- This method of transport sometimes travels under the city. _____

Lesson 77

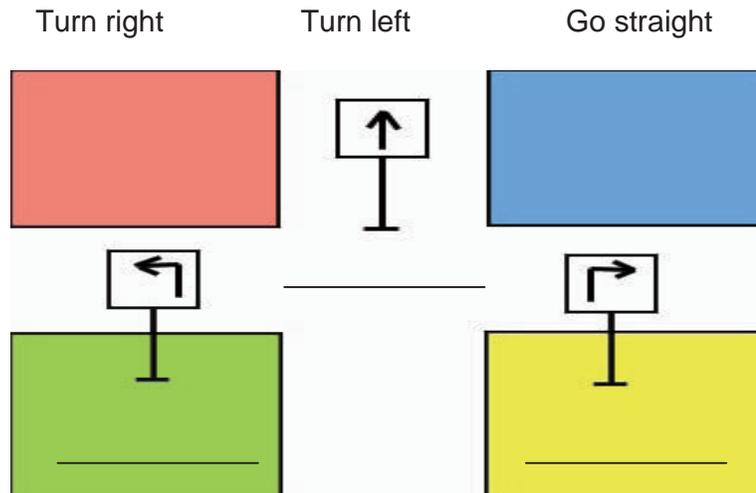
Aim: Students will be able to ask for the way to get to a specific place.

Where can I buy some souvenirs?



Read

1. Look at the signals and write the corresponding expression on the lines.



2. Read the dialogue and mark the way to get to the market in the sketch. After that write the word "market" in the corresponding place.

Denisse: Excuse me. Where can I buy some souvenirs?

Policeman: In a gift store or in the market.

Denisse: I prefer the market. Where is it? How can I get there?

Policeman: Well, go straight for two blocks on Fourth Street and turn right.

Go straight and turn right on Third Street.

Denisse: Is the market there?

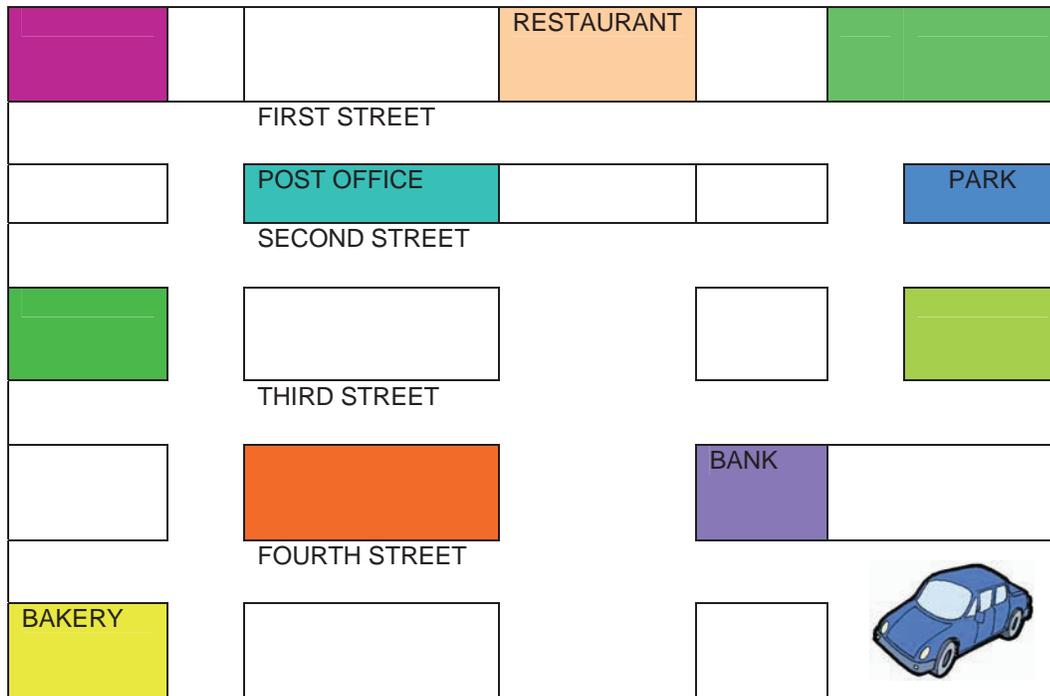
Policeman: No, it isn't. **Go straight** for two blocks and **turn left**. Go straight and turn left on Second Street. Go straight for two blocks and turn right.

Denisse: Is the market there?

Policeman: It's near. Go straight and **turn right** on First Street. Go straight and the market is at the end of the street, on your left. Did you understand?

Denisse: Yes, I think. Thanks.

Policeman: You're welcome.



Write

3. Write True or False.

- a) Denisse wants to buy some souvenirs.
- b) She prefers a gift store
- c) The market is in front of the park.
- d) There is a bank on First Street.
- e) Denisse is asking for an specific place



Think

4. Underline the corresponding option to complete the sentence.

A) You use the expressions in **bold** in the dialogue in exercise 2 to give...

- a) advices
- b) directions
- c) the news



Write

5. Order the expressions to write a dialogue.

Go straight on Pink Avenue and turn left. Go straight for two blocks. It's on your right.

Yes, there is one on Red Street.

Thank you.

Excuse me. Is there an office supply over here?

You're welcome.

How can I get there?

Robert: _____

Policeman: _____

Robert: _____

Policeman: _____

Robert: _____

Policeman: _____

6. Work in pairs. Look at the map in exercise 2 to ask and answer questions about how you can get to a place.

Example:



You: How can I get to _____ ?
Classmate:

You: _____ ?
Classmate:



Check your progress

Underline the option that answers the question.

How do you ask for the location of a specific place?

- a) How can I get to the museum?
- b) Is there a post office near here?
- c) Where's the bank?

Lesson 78

Aim: Students will express the directions to get to a public place.

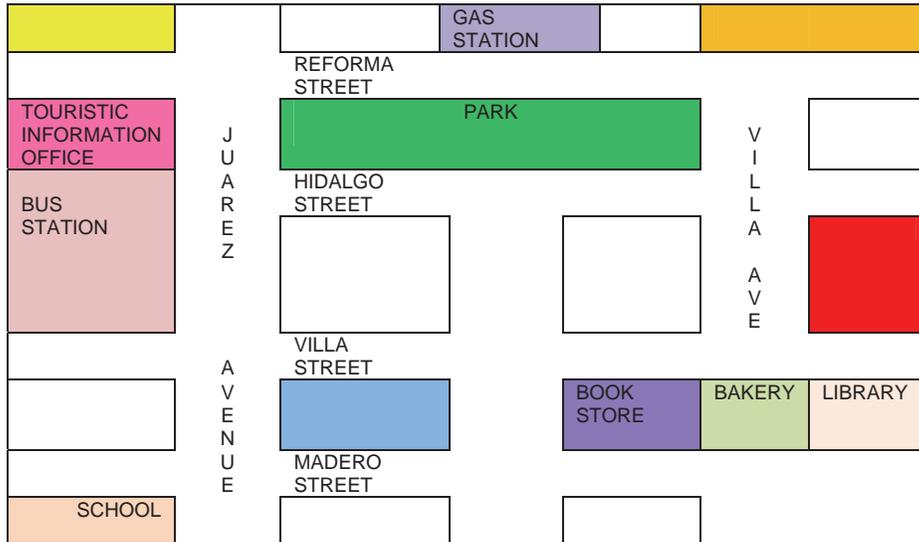
There is a bank on the corner of Reforma Street and Juarez Avenue



Read

1. Read the sentence and place the bank in the sketch.

There is a bank on the corner of Reforma Street and Juarez Avenue.



2. Read the dialogue.

Mr. Peterson: Excuse me. Is there a bank near here?

Woman: Yes, there is one **on the corner of** Reforma Street and Juarez Avenue.

Mr. Peterson: And, is there a gas station over here?

Woman: Yes, there is one **on** Reforma Street. It's **in front of** the park.

Mr. Peterson: What about a bakery? Is there any one near here?

Woman: Yes, there is one on Villa Street. It's **between** the book store and the library.

Mr. Peterson: Is there a beach in this city?

Woman: No, there isn't. We are in Tlaxcala. You should go to the touristic information office and get a travel guide.

Mr. Peterson: You're right. Where is it?

Woman: It's **next to** the bus station, **across from** the bank.

Mr. Peterson: Thank you very much.





Write

3. Look at the map in exercise 1, read the sentences and write the name of the corresponding public place.

- a) It's on the corner of Juarez Avenue and Madero Street. _____
- b) It's on Villa Street, next to the bakery. _____
- c) It's on Reforma Street, across from the park. _____
- d) It's between the book store and the library. _____
- e) It's on the corner of Reforma Street and Juarez Avenue. _____



Think

4. Choose the corresponding option to complete the sentences.

The words in **bold** in the dialogue in exercise 2 are _____.

- a) verbs
- b) prepositions
- c) adjectives

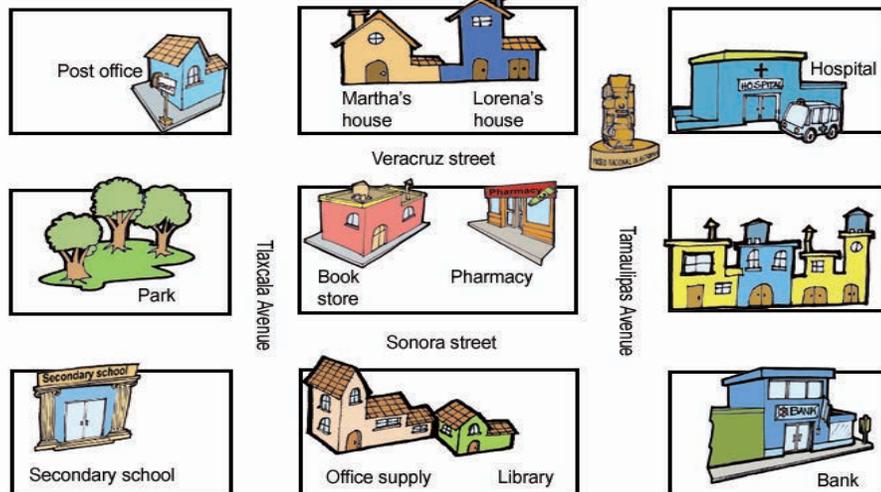
They indicate _____.

- a) an action
- b) sequence
- c) location



Write

5. Look at the map and answer the following questions.



a) Where's the office supply?

b) Where are Martha's and Lorena's house?

c) Where's the hospital?

d) Where's the book store?

6. Work in pairs to ask and answer questions about some other places in the map in exercise 5.

Example:



Check your progress

Write on the line the corresponding option to answer the questions.

They're on the First Avenue, next to the park.

It's on the Third Avenue.

Singular

a) Where's the post office? _____

Plural

b) Where are the banks? _____

Lesson 79

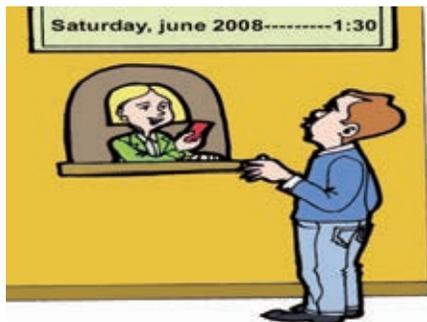
Aim: Students will be able to ask and answer about schedules in a bus station or in the airport.

What time is the next bus to Oaxaca?



Read

1. Look at the pictures and answer the questions.



Where do you think is Mr. Morales?

2. Read the dialogue.

Mr. Morales: Excuse me. What time is the next bus to Oaxaca?

Woman: This is the timetable. What destination do you need?

Mr. Morales: I'm going to the capital.

Woman: So, you need a single ticket **to** Oaxaca.

Mr. Morales: Yes. What time does it depart?

Woman: **At** three o'clock.

Mr. Morales: How much is it?

Woman: \$ 450.00

BUS TIMETABLE			
Destination: Oaxaca, Oax			
	Departs	Arrives	Price
Friday	8:00 am	1:00 pm	\$ 400
Saturday	3:00 pm	8:00 pm	\$ 450
Saturday	6:00 pm	11:00 pm	\$ 430
Sunday	5:00 am	10:00 am	\$ 380
Destination: Ixtepec, Oax			
	Departs	Arrives	Price
Saturday	10:00 am	2:00 pm	\$ 390
Sunday	9:00 pm	1:00 am	\$ 350
	4:00 pm	8:00 pm	\$ 400



Write

3. Look at the bus timetable and answer the questions.

- a) What time does the next bus to Oaxaca depart on Saturday? _____
- b) What time does the next bus to Ixtepec depart on Friday? _____
- c) Where did Mr. Morales buy a ticket to? _____
- d) How much does Mr. Morales have to pay? _____
- e) What's the capital of Oaxaca? _____



Think

4. Look at the words in **bold** in the dialogue and complete the sentences.

- a) This preposition indicates time: _____
- b) This preposition indicates place: _____



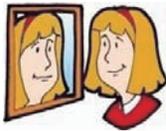
Write

5. Design a bus timetable as the one in exercise 2.

BUS TIMETABLE		
Destination: _____		
Departs	Arrives	Price
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Work in pairs about the bus time table that you designed. Write the destination in a card and put it on your desk. Take turns to ask an answer about the time and the prices of the tickets.

Example:



Check your progress

Underline the corresponding option.

A bus timetable contains:

- a) Departs, arrives and prices of the subway tickets.
- b) Departs, arrives and prices of the bus tickets.
- c) Departs, arrives and prices of the airplane tickets.

Lesson 80

Aim: Students will be able to ask for the price of a single ticket or a return ticket.

I need a single ticket to Zacatecas



Read

1. Look at the picture and answer the question.

Where are they?



2. Read the dialogues.

Mrs. Castillo: Excuse me. I need to **go** to Zacatecas.
What time is the next flight?

Woman: It is at 12:30.

Mrs. Castillo: I need a ticket please. How much is it?

Woman: Are you going to back here?

Mrs. Castillo: No, I'm not.

Woman: So, you need a **single ticket**. It costs \$ 2,900.00

Mrs. Castillo: Here you are.



Mr. Herrera: Good afternoon. I want to **go** to Villa Hermosa tomorrow morning.
How much is the ticket?

Woman: From Mexico city to Villa Hermosa is \$ 3,200.00

Mr. Herrera: I need to **back** to Mexico City the next weekend. How much is the **return ticket**?

Woman: From Mexico City to Villa Hermosa and back here you have to pay
\$ 6,400.00

Mr. Herrera: Here you are.

Woman: Thank you. This is your confirmation form.

Confirmation Number: PWETN
Passenger Name: Mr. R. Herrera

Date	Flt	Depart	Arrive
Mon 14 Jul	602	Mexico D.F. 10:30 am	Villa Hermosa 11:50 pm
Sun 20 Jul	703	Villa Hermosa 10:55 am	Mexico D.F. 12:55 pm



Write

3. Answer the questions.

a) How much is a single ticket to Zacatecas?

b) How much is return ticket to Villa Hermosa?

c) Mr. Herrera wants to go to Villa Hermosa and back to Mexico City, he needs a: _____

d) Mrs. Castillo wants to go to Zacatecas, she needs a: _____

e) If you want to go from Chiapas to Veracruz and back to Chiapas, you need a: _____

f) If you need to go from Monterrey to Sonora, you need a: _____



Think

4. Look at the words in **bold** in exercise 2 and complete the sentences.

To go from Sonora to Coahuila = _____



To go from Guerrero to Chiapas and back to Guerrero = _____

Go = _____

Go and back = _____

Lesson 81

Aim: Students will answer some exercises about the topics worked in the last sessions in order to check their progress.

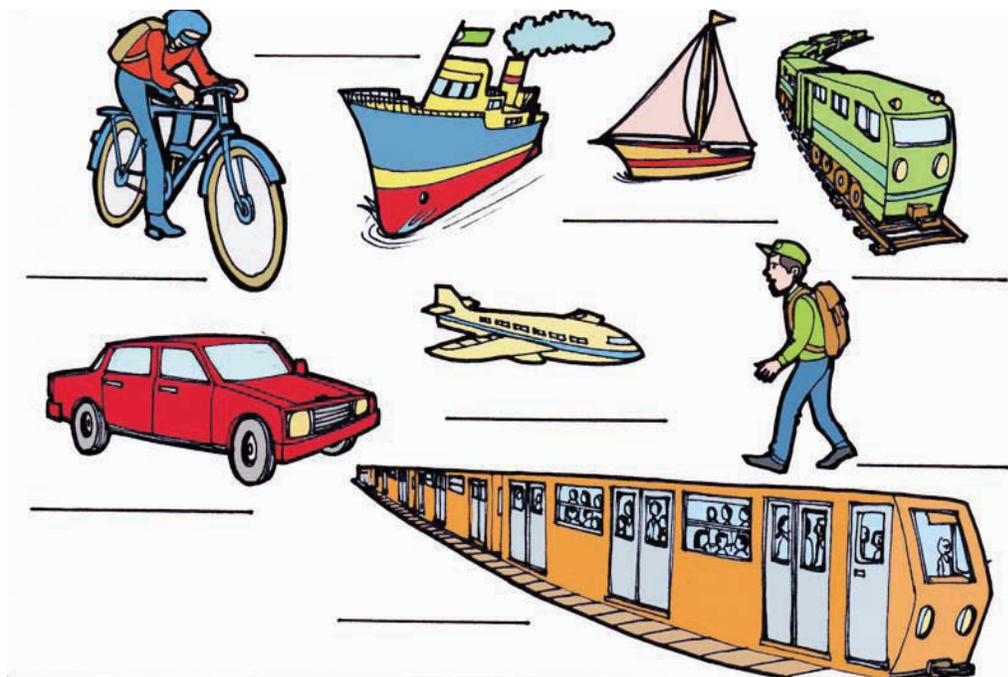
Mini Check



Read

1. Match the methods of transport with the corresponding picture.

- | | | |
|----------------|------------|---------------|
| a) by train | d) by car | g) by bicycle |
| b) by airplane | e) on foot | h) by subway |
| c) by bus | f) by ship | i) by boat |



2. Read the dialogue.

Ring, ring ...

Travel agent: Sky airlines. May I help you?

Miss Balbuena: Yes, please. I need to travel to New York.

Travel agent: When do you want to leave?

Miss Balbuena: I want to leave on the next airplane and come back on Sunday.

Travel agent: Well, the next flight is tomorrow morning at 8:00 o'clock.



Miss Balbuena: That's perfect. **How long does it take?**

Travel agent: It takes five and half hours.

Miss Balbuena: **How much is it?**

Travel agent: \$ 3,500.00 Do you want a single or return ticket?

Miss Balbuena: I need a return ticket.

Travel agent: So, your reservation is for Tuesday at 8:00 in the morning and come back on Sunday at 3:00 in the afternoon. Is it correct?

Miss Balbuena: Yes, thank you.

Travel agent: **How do you want to pay?**

Miss Balbuena: By credit card.



Write

3. Write True or False.

a) Miss Balbuena is going to travel to the United States. _____

b) She is talking to her mother. _____

c) She is going to leave on Tuesday at 8:00 pm. _____

d) She needs a return ticket. _____

e) She is going to pay by credit card. _____

f) She is going to come back on Sunday afternoon. _____



Think

4. Look at the words on **bold** in exercise 2 and write them in the corresponding place.

Costs: _____

Payment: _____

Time: _____



Write

5. Look at the bus timetable and answer the following questions.

BUS TIMETABLE	
Mexico City	
Destination	Price
Coatzacoalcos, Veracruz	\$ 615.00
Jalapa, Veracruz	\$ 400.00
Ciudad Serdan, Puebla	\$ 130.00
Acatlan, Puebla	\$ 160.00
Puebla, Puebla	\$ 120.00
Ixtepec, Oaxaca	\$ 580.00
Oaxaca, Oaxaca	\$ 600.00

a) How much is a single ticket from Mexico City to Puebla?

b) How much is a return ticket from Mexico City to Jalapa?

c) If I want to go to Coatzacoalcos and back to Mexico City, I need a:

d) How much is a return ticket from Mexico City to Ciudad Serdan?

e) How much do I have to pay for three single tickets to Ixtepec?

f) How much do I have to pay if I buy two return tickets to Oaxaca?

6. Match the pictures with the corresponding place. After that, choose one of them and write a description.

a) Mexico City

b) Acapulco

c) Tula, Hidalgo



Write the description about the place you have chosen here.



Check your progress

Match the columns.

- a) Some prepositions indicate a particular method of transport. _____
- b) The imperative form is used to give directions. _____
- d) Some prepositions indicate location. _____

- A) Go straight, turn left, turn right.
- B) Next to, on, between, across from, on the corner of.
- C) By bus, by taxi, by train, by airplane.

Lesson 82

Aim: Students will identify that *going to* is used to indicate a future time.

I'm going to attend a conference



Read

1. Match the pictures with the corresponding expression.

- a) He is going to paint the walls.
- b) He is going to plant a tree.
- c) She is going to prepare the breakfast.



2. Read the dialogue.

Charlie: What are you doing Dad?

Charlie's father: I'm packing. I'm **going to** attend a conference in Chiapas.

Charlie: Is it important?

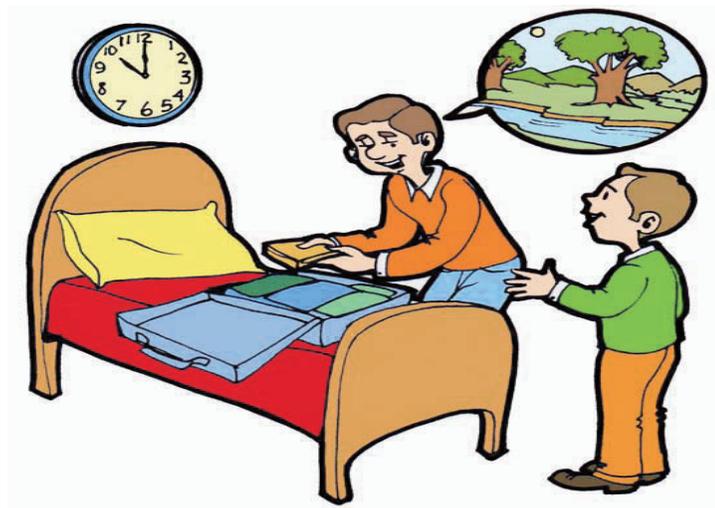
Charlie's father: Yes, it is. It is about the environment and the consequences of the pollution. Also it is about the measures and activities that we can do in order to avoid more damage to the planet.

Charlie: That sounds great. Can I go with you?

Charlie's father: No, you can't. You **are going to** camp in the forest tomorrow. Don't you remember?

Charlie: You're right. Are you going to drive until Chiapas?

Charlie's father: No, I'm not. I'm going to travel by airplane. It leaves at 2:00 in the afternoon. Your mother **is going to** take me to the airport in our car. Please, take care of your mother and yourself.



Write

3. Write True or False.

- a) Charlie is going to attend a conference. _____
- b) Charlie's father is going to travel by airplane. _____
- c) Charlie's mother is going to drive a car to the airport. _____
- d) Charlie isn't going to camp in the forest. _____
- e) Charlie's father is going to attend a conference. _____
- f) The conference is about ecology. _____



Think

4. Look at the words in **bold** in the dialogue in exercise 2 to complete the chart.

Pronoun	to be	going to
He	is	going to
It	is	going to
They	are	going to
We	are	going to

Notice that the structure *going to* indicates future intentions which are fairly certain to happen.



Write

5. Complete the diary with your information for the next weekend.

Example:

Hour	Saturday	Sunday
9:00	take the dog for a walk	visit a museum
1:00	lunch with Lucy	
6:00	go to the movies	

Hour	Saturday	Sunday

6. Work in pairs and share the information about your plans for the next weekend.

Example:



Write the following words in the corresponding place.

I'm going to travel by airplane. / You are going to visit Chiapas.
Verbs for plans.
Talking about plans.

In this lesson you learned:

a) Vocabulary: _____

b) Functions: _____

c) Grammar: _____

Lesson 83

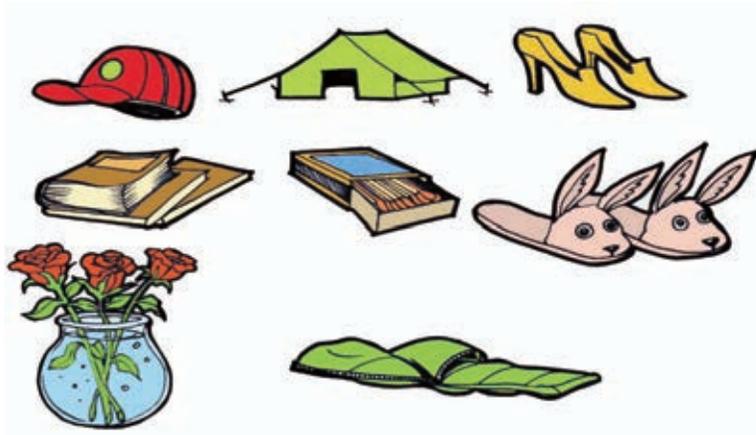
Aim: Students will identify the structure of the expression *going to*.

We are going to camp in the woods



Read

1. Look at the pictures and circle the objects that you would take to a camp.



2. Read the dialogue.

Charlie's mother: Charlie, where are you?
I came back from the airport.
Your father is flying to
Chiapas now.

Charlie: I'm in my bedroom.

Charlie's mother: What are you doing?

Charlie: I'm packing because **I'm going to
camp in the woods tomorrow.**
Don't you remember mom?

Charlie's mother: You're right. Let me help you.
Tell me what you are going to
do in the camp.

Charlie: Well, my friends, the teacher and I
wrote a plan. Read it.





Write

3. Read and write the missing information in the blanks. Use the phrases in the box.

are going to carry	are going to sleep	are going to explore it
are going to spend	are going to light	aren't going to destroy

Plan for the visit to the woods.

1. We _____ three days in the woods.
2. We _____ from top to bottom.
3. We _____ in a sleeping bag.
4. We _____ a fire to cook our meal.
5. We _____ any, plant or animal.
6. We _____ our litter with us.



Think

4. Look at the structure of the words on **bold** in the dialogue in exercise 2. Then, order the following words.

going to	to be	activity	



Write

5. Look at the diagram and order the following sentences.



a) going to / I / see a movie / am

b) is / have lunch with his family / Mario / going to

c) Tim and Susy / going to / plant trees in the park / are

d) is / Pablo / going to / visit a museum next Sunday

e) is / Mr. Salazar / going to / act in a movie

6. Imagine you are going to visit a woods or an ecological park next weekend. Develop the following activities.

a) Circle the objects you are going to need.



b) Decide who is going to go with you.

c) Plan the places you are going to visit and the activities you are going to do.



Check your progress

Order the words to write sentences.

a) Miranda and Joaquin / going to / travel to Oaxaca / are

b) isn't / She / going to / travel by bus

c) am / going to / study for exams / I

Lesson 84

Aim: Students will choose a touristic place in order to create a travel brochure.

Project: A travel brochure. Part one

Discussing the topic



You will create a travel brochure about a beautiful place or about your community. In a brochure you can find the most interesting and relevant information about a town, city, or country in order to attract people to visit it. You can use the Internet in order to get the information you will need.

1. Get in teams of four students.

2. Answer the following questions with your information.

1. Have you visited a different town from yours, a state of the Mexican Republic, a city or a country? _____ Which one? _____

2. What are the attractions in that place? _____

3. Where did you stay? _____

4. How did you get there? _____

5. What's the traditional dish? _____

6. Do you have a brochure about that place? _____

4. Share the answers that you wrote and discuss about a place that you would like to promote in a travel brochure.

5. Discuss about the place (a state, a town, a city, a country, your community) that you are going to promote and write it.

Name of the place: _____

6. Look in the Internet or in an encyclopedia for the information about the place that you have chosen. You will need it for the next class in order to create a travel brochure. In the brochure you have to include aspects as the weather, the location, accommodation, restaurants, costs, how you can get there, the map of the place, etc. Also you will need pictures to illustrate the brochure.

Lesson 85

Aim: Students will organize the information about the touristic place that they chose.

Project: A travel brochure. Part two

Organize the information

1. Get in teams of four students in order to read and share the information that you brought to the classroom.

2. Take notes about the relevant information that you want to include in your travel brochure and write it.

Name of the place: _____

Location: _____

Weather: _____

Places to visit: _____

Accommodation: _____

Restaurants: _____

How you can get there: _____

Other important aspects: _____

The map of the place:

3. Design a draft of the travel brochure. Distribute all the information in a sheet of paper then, show it to your teacher in order to check it.

4. Think about the material that you will need to create your travel brochure and about how you are going to illustrate it. Bring the material for the next class.

Lesson 86

Aim: Students will edit the travel brochure.

Project: A travel brochure. Part three

Editing the travel brochure

1. Get in teams. Use the material that you brought to the classroom in order to create your travel brochure. It is an option to create a brochure for each team or a brochure for each student in the team.
2. Fold a sheet of paper. On the front, write the name of the place and a general idea in a sentence to describe it, use clear and big letters. Also you can put a picture.



3. Write the main characteristics inside the brochure and illustrate them.



4. Draw a map of the place and the ways to get there.



5. Use different colors to make an attractive brochure.

Lesson 87

Aim: Students will exchange the touristic brochure in order to analyze and discuss the information included in it.

Project: A travel brochure. Part four

Exchanging the brochures

1. Exchange your brochure several times and read the information.



2. Discuss about the information included in the brochures.

3. You can make a mural newspaper with all the brochures in order to share the information with the rest of the students and teachers.



Lesson 88

Aim: Students will answer some exercises using the knowledge learned in this unit.

Mini Check

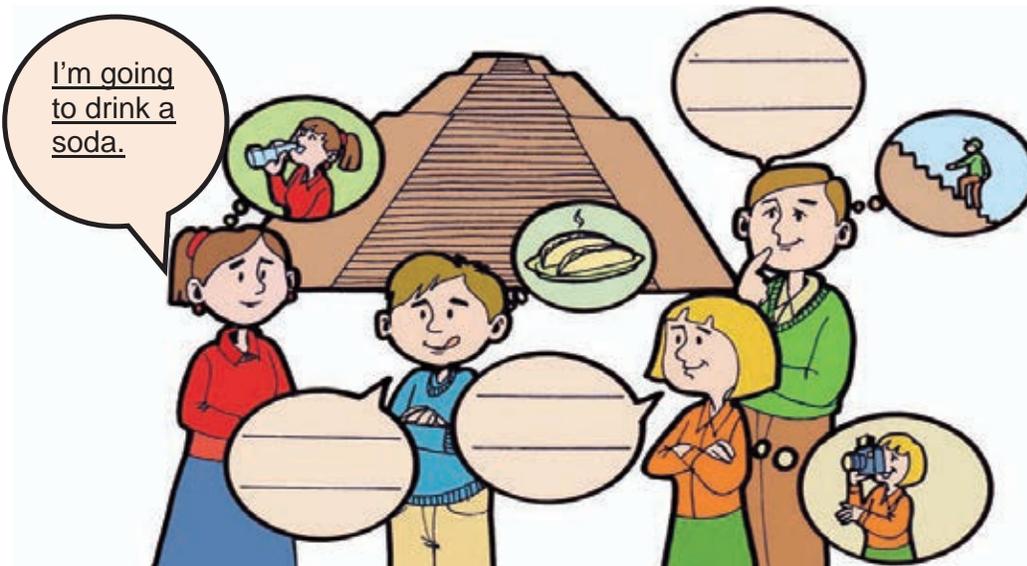


Read

1. Look at the picture and write about what people are going to do. Use the expressions in the box.

take pictures
~~drink a soda~~

eat *quesadillas*
walk to the top of the pyramid



2. Look at Maribel's diary to complete the dialogue.

Ring, ring ...

Maribel: Hello. Who's calling?

Julio: Hi. This is Julio.

Maribel: How are you, Julio?

Julio: I'm fine. I would like to see you tomorrow.

Maribel: Oh! Let me see my diary.

I'm sorry. I can't. I have to do many things. Let me tell you.

First, in the morning I'm going to _____ at eight o'clock. **Then**, I'm going to _____.

In the afternoon I'm going to _____.

After that, at six I'm going to _____.

Finally, I'm going to send an e-mail to my sister, she is in Canada.

As you can see, tomorrow is a busy day.

Julio: What about Sunday?

Maribel: In the morning I'm going to do exercise at _____. Then, I'm going to _____. Why don't you come with me. It will be funny.

Julio: That sounds great. After that, we can go to the movies.

Maribel: That's a good idea. See you on _____.

<p>Saturday 8:00 do exercise 11:00 have breakfast with family 15:00 clean my bedroom 18:00 have dinner with a friend</p> <p>Sunday 9:00 do exercise 13:00 visit a museum</p>
--



Write

3. Write True or False.

- a) Maribel doesn't have many things to do on Saturday. _____
- b) She is going to do exercise on Sunday at 8:00. _____
- c) She isn't going to see Julio on Saturday. _____
- d) Maribel and Julio are going to visit a museum. _____
- e) They are going to watch a movie after the museum. _____



Think

4. Look at the words on **bold** in the dialogue in exercise 2 and underline the corresponding option.

What's the function of the words in bold in the dialogue?

- a) to indicate alternative b) to indicate sequence c) to indicate place.



Write

5. Read about Tim. Then, complete the sentences about his plans for the weekend.

Time	Saturday	Sunday
Morning	Water the garden.	Visit a paper-recycling plant.
Afternoon	Plant trees and flowers in the park.	Give a talk about the organic and inorganic garbage.
Evening	Collect plastic bags and bottles in the streets.	Have dinner with family.

- a) On Saturday morning he is going to water the garden.
- b) On Saturday afternoon he is going to _____
- c) _____
- d) _____
- e) _____
- f) _____

6. Write your plans for the weekend and complete the chart.

Time	Saturday	Sunday
Morning		
Afternoon		
Evening		

Read this note from a friend; you are very busy and you can't go. Write a reply.

Hi.

Let's go to a rock concert on Saturday.

Minerva

Minerva, I'm sorry but this Saturday is impossible because I have to do many things. On Saturday morning I'm going to _____

See you next Monday at school.



Check your progress

Write the correct form of the verb *to be*.

I	_____	to be	_____	going to
He, She, It	_____		_____	going to
You, They, We	_____		_____	going to

Lesson 89

Aim: Students will answer some exercises using the knowledge learned in this unit.

Mini Check



Read

1. Look at the chart and write the occupations for each person.

Soccer player Actress Ecologist

	Mr. Green	Miss Ferrera	Mr. Rafael Marce
Next year	 _____	 _____	 _____
Travel to	Tabasco	New York	Spain
Travel by	Bus	Helicopter	Airplane
Going with	Scientists	Manager	Family
Reason for trip	Visit an ecological park	Act in a movie	Play for an important soccer team

2. Read the interview.

Reporter: **What** are your plans for the next year?

Miss Ferrera: I'm going to act in an action movie.

Reporter: **When** are you going to travel?

Miss Ferrera: Next year, in January.

Reporter: **Where** are you going to go?

Miss Ferrera: To New York City.

Reporter: How are you going to travel there?

Miss Ferrera: By helicopter.

Reporter: **Why** are you going to do it by helicopter?

Miss Ferrera: Because I love it.

Reporter: **Who** are you going to travel with?

Miss Ferrera: With my manager.



Write

3. Match the columns.

- _____ What is Miss Ferrera going to do next year?
- _____ Where is Mr. Green going to travel next year?
- _____ Why is Mr. Marce going to travel to Spain?
- _____ Who is Mr. Green going to travel with?
- _____ When is Mr. Marce going to travel to Spain?

- a) Because he is going to play for an important soccer team.
- b) She is going to act in an action movie.
- c) He is going to travel to Spain next year.
- d) He is going to travel with some scientists.
- e) He is going to travel to Tabasco.



Think

4. Underline the corresponding option to answer the question.

What is the name of the words in **bold** in the dialogue?

- a) Sequence words.
- b) Wh-question words.
- c) Verbs.



Write

5. Imagine you are a different person: an engineer, an archeologist, a famous person, etc. Complete your diary.

Name: _____ Occupation: _____

	Monday	Tuesday	Wednesday
Morning			
Afternoon			
Evening			

6. Use the information in exercise 5 to answer the questions.

a) What are you going to do on Monday morning?

b) Where are you going to go on Tuesday afternoon?

c) When are you going to have an important event?

d) Why did you decide this occupation?

e) What are you going to do on Wednesday evening?



Check your progress

Underline the corresponding option to complete the sentence.

A) The structure *be going to* indicates _____

a) future predictions which aren't fairly certain to happen.

b) actions that started and finished at a certain moment in the past.

c) future intentions which are fairly certain to happen.

Lesson 90

Aim: Students will solve some exercises using the knowledge learned in this unit.

Mini Check



Read

1. Answer the questions with your information.

a) What are you going to do tomorrow morning?

b) Where are you going to go the next vacation?

2. Read the following information.





Write

3. Answer the questions.

- a) How long has Omar waited for Laura? _____
- b) Where is Omar? _____
- c) Is he happy? _____
- d) What is he going to do with Laura? _____
- e) What happened when Laura get into the restaurant? _____



Think

4. Write the sentences in **bold** in the dialogue in the corresponding line.

Affirmative: _____

Negative: _____



Write

5. Look at the pictures and write the following expressions in the corresponding one.

1) Andrea, don't move! There's a big spider.

2) Oh! Where?

3) It's on the floor. Don't worry. I'm going to kill it.

4) No! It's my sister's wig! Look, you have destroyed it! Now she's going to kill us!



6. Work in pairs to write a comic story and illustrate it. After that, act it or share it to your class.



Check your progress

Match the columns with a line.

Past	I'm going to travel to Cuernavaca tomorrow afternoon.
Future	I wake up at seven o'clock every day.
Present	I visited the zoo last Sunday.

Lesson 91

Aim: Students will identify the negative form of the expression *be going to*.

She isn't going to visit Palenque next weekend



Read

1. Underline the corresponding option that answers the question.

Where is Palenque?

a) In Oaxaca

b) In Chiapas

d) In Hidalgo

2. Read the dialogue.

Andrea's mother: Andy, are you ready for your visit to Palenque?

Andrea: Yes, I am. But I'm sad.

Andrea's mother: Why?

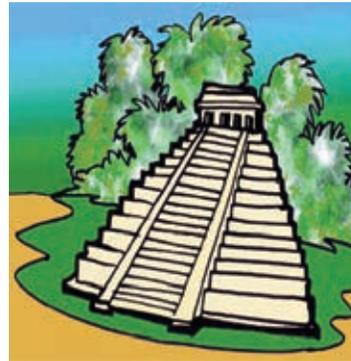
Andrea: Because Alejandra is very sick. She **isn't going to** go to Palenque with me.

Andrea's mother: Don't worry. She's going to be better. Besides, you are going to go with the rest of your group.

Andrea: Yes, I know. But, I'm **not going to** be happy. I'm going to miss her.

Andrea's mother: I think you should enjoy the trip because it is very interesting. You **aren't going to** visit an amusement park. You are going to visit an important archaeological site.

Andrea: You're right. I'm going to learn so much in that place. And, I'm going to buy some souvenirs for Ale.



Write

3. Write True or False.

- a) Alejandra isn't going to visit Palenque.
- b) Andrea is very happy about it.
- c) Alejandra isn't very sick.
- d) Andrea's mother is going to go to Palenque too.
- e) Palenque is an archaeological site in Chiapas.
- f) Andrea isn't going to buy souvenirs to Alejandra.



Think

4. Look at the words in **bold** in the dialogue and complete the chart.

be going to		
Pronouns	Affirmative form	Negative form
I	am going to	
She, He, It	is going to	
You, They, We	are going to	



Write

5. Read the following sentences and write them in negative form.

a) Mariana is going to travel to Europe next month.

b) Miss Ferrera is going to record a new CD in Spain.

c) I'm going to cook a chocolate cake for my brother's birthday.

d) Mr. Espinoza and Mrs. Espinoza are going to buy a new house.

e) I'm going to write a letter for my boyfriend.

f) Hugo and Paco are going to visit a museum next Sunday.

6. With your information write or to the activities for the next Saturday. Then, write a paragraph.

Activities	
going to visit grandparents	
going to sell in the market	
going to camp in the forest	
going to visit a museum	
going to swim in the beach	
going to work in the farm	
going to clean the bedroom	
going to go to a party	
going to wash the clothes	
going to do homework	

Next Saturday I'm going to _____

But, I'm not going to _____



Check your progress

In this lesson you learned

- a) the affirmative form of *be going to*.
- b) the negative form of *be going to*.
- c) the interrogative form of *be going to*.

Lesson 92

Aim: Students will identify the interrogative form of the structure *going to*.

Are you going to visit the Wax Museum?



Read

1. Look at the table of activities for the next vacation. Complete the column with your information.

Activities	Miguel	Lourdes	You
visit museums	X	√	
study for exams	X	X	
watch movies	√	√	
visit relatives	X	√	
play soccer	√	X	
work in a supermarket	√	X	

2. Read the dialogue.

Miguel: What are you going to do the next vacation?

Lourdes: I'm going to visit museums, watch movies and more other things. What about you?

Miguel: Well, I'm going to play soccer, work in a supermarket and watch movies, too.

Teresa: Lourdes, are you going to visit the Wax Museum?

Lourdes: **Yes, I am.** What about you?

Teresa: Yes, I am. Also I want to visit the Anthropology Museum.



Lourdes: Miguel, are you going to visit the Wax Museum?

Miguel: **No, I'm not.**

Teresa: Is your brother going to visit it?

Miguel: **Yes, he is.** Also he is going to play soccer in my team. Are you going to go to the soccer game?

Teresa and Lourdes: **Yes, we are.**



Write

3. Underline the corresponding option that answers the question.

- A) Is Lourdes going to visit the Wax Museum?
 a) No, she isn't b) Yes, she is. c) Yes, he is.
- B) Is Miguel going to visit the Wax Museum?
 a) No, he isn't. b) Yes, she is. c) Yes, he is.
- C) Are Teresa and Lourdes play soccer with Miguel?
 a) No, we aren't. b) Yes, they are. c) No, they aren't.
- D) Are you going to visit an amusement park next vacation?
 a) I don't know. b) Yes, I am. c) No, I'm not.
- E) Is Miguel's brother going to visit the Wax Museum?
 a) No, he isn't. b) Yes, he is. c) Yes, she is.
- F) Are Lourdes and Miguel going to study for exams?
 a) No, they aren't. b) Yes, they are. c) No, we aren't.



Think

4. Look at the words in **bold** in the conversation in exercise 2 and complete the chart.

	Affirmative	Negative
Is he going to ...?		No, he isn't.
Is she going to ...?	Yes, she is.	No, she isn't.
Is it going to ...?	Yes, it is.	No, it isn't.
Are you going to ...?		
Are they going to ...?	Yes, they are.	No, they aren't.
Are we going to ...?		No, we aren't.



Write

5. Complete the chart with your information. After that, ask a classmate.

Example:

Are you going to camp in the forest?

Activities	You	classmate
camp in the forest		
visit the Wax Museum		
help my mother		
wash my clothes and tennis shoes		
visit relatives		
play soccer		
work in a supermarket		

6. Write you and your classmate plan for the next vacation and share it with your class.

You

Classmate



Check your progress

Complete the sentences.

a) _____ they going to visit a zoo?

Yes, they are.

b) Is she going to play soccer?

No, she _____.

c) Is he going to travel to Acapulco?

Yes, he _____.

d) _____ you going to study for exams?

Yes, I _____.

Lesson 93

Aim: Students will check the knowledge acquired in this unit.

Review



Read

1. Write or to the activities you are going to do tomorrow.



2. Read the dialogue.

Manuel: Good morning trainer.

Trainer: Hi! Is your brother playing in the soccer game?

Manuel: Yes, he is.

Trainer: Is your cousin playing in the basketball game?

Manuel: Yes, he is.

Trainer: Is your sister going to run in the 100 meter race?

Manuel: Yes, she is.

Trainer: Are you going to play in the volleyball game?

Manuel: No, of course I'm not! I've broken my arm!



3. Answer the questions.

- a) Who is going to play in the soccer game? _____
- b) Who is going to play in the basketball game? _____
- c) Who is going to run in the 100 meter race? _____
- d) Is Manuel going to play in the volleyball game? _____
- e) Why? _____

4. Find the methods of transport in the search word.

- a) by train
- b) by airplane
- c) by bus
- d) by car
- e) on foot
- f) by ship
- g) by bicycle
- h) by subway
- i) by boat

b	r	h	m	o	p	a	b	s	d	f
y	r	b	t	y	u	i	y	g	f	b
s	f	c	y	s	f	h	t	e	r	y
h	t	e	f	b	o	p	r	m	v	s
i	y	b	y	r	u	p	a	s	a	u
p	a	y	r	t	i	s	i	r	u	b
d	s	c	d	g	u	y	n	i	o	w
b	y	a	i	r	p	l	a	n	e	a
r	p	r	t	h	u	a	s	d	f	y
v	b	y	b	i	c	y	c	l	e	t
u	o	j	o	n	f	o	o	t	q	w
i	b	y	b	o	a	t	c	v	b	u

5. Read the text and complete the Alicia's diary.

DIARY

Saturday
Morning

Afternoon

Evening

Sunday
Morning

Afternoon

Evening

The next weekend I'm going to do many things. On Saturday morning I'm going to wake up early. Then, I'm going to take my dog for a walk. After that, I'm going to help my mother to prepare breakfast. In the afternoon, I'm going to visit my grandparents. At seven o'clock, I'm going to go to my friend's birthday party. On Sunday I'm going to wake up late. At two I'm going to visit a museum. In the evening I'm going to iron my uniform and clean my shoes.



6. Use the adjectives to describe your town.

interesting	polluted	clean	quiet	cold
noisy	dry	attractive	big	hot

Lesson 94

Aim: Students will solve exercises about the topics worked in this unit in order to check the knowledge acquired.

Review



Read

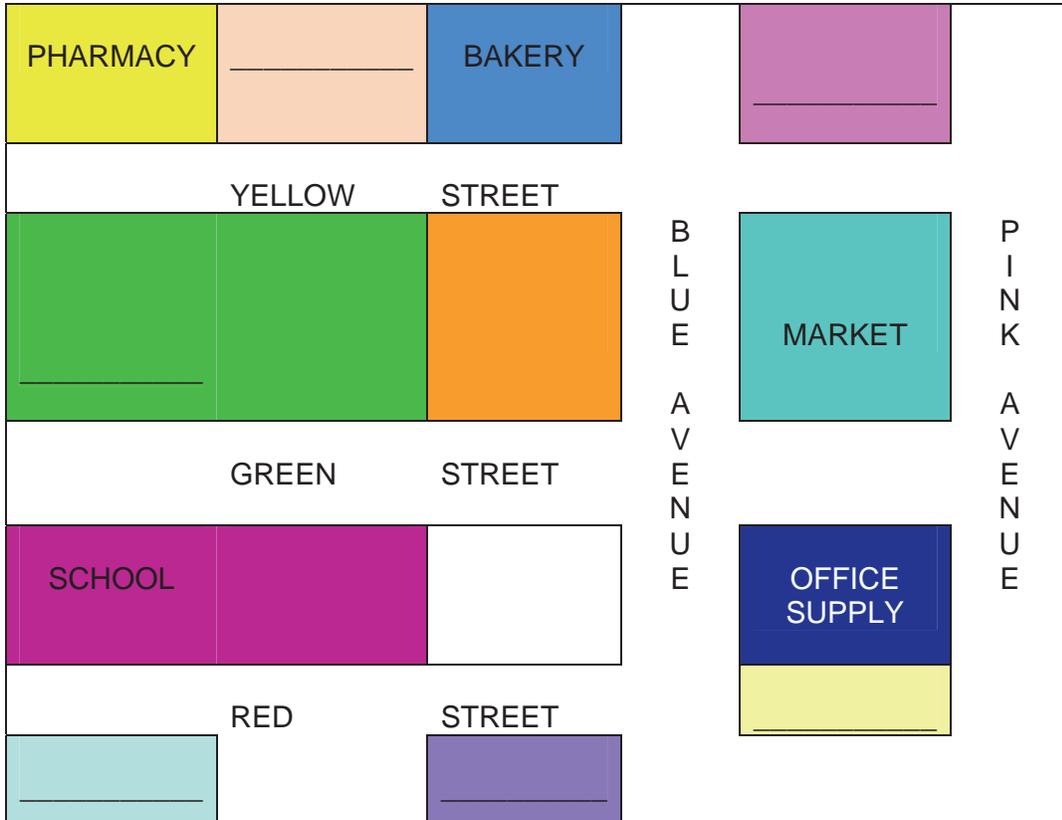
1. Look at the pictures and write the corresponding word under each one.

beauty parlor bakery restaurant airport sweet store shoe store

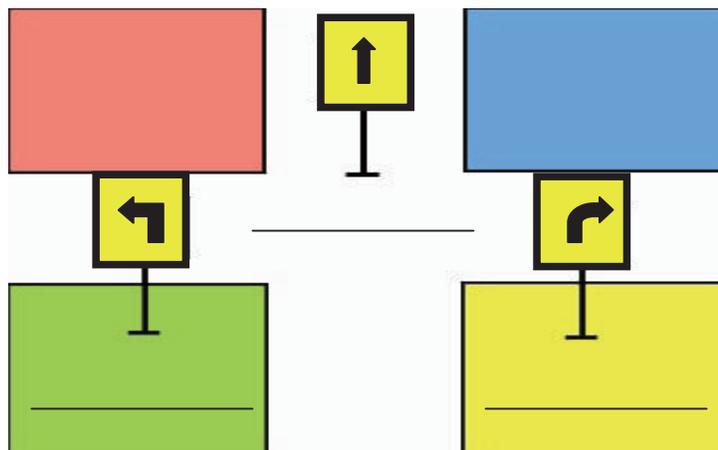


2. Read the description and write the missing public places in the map.

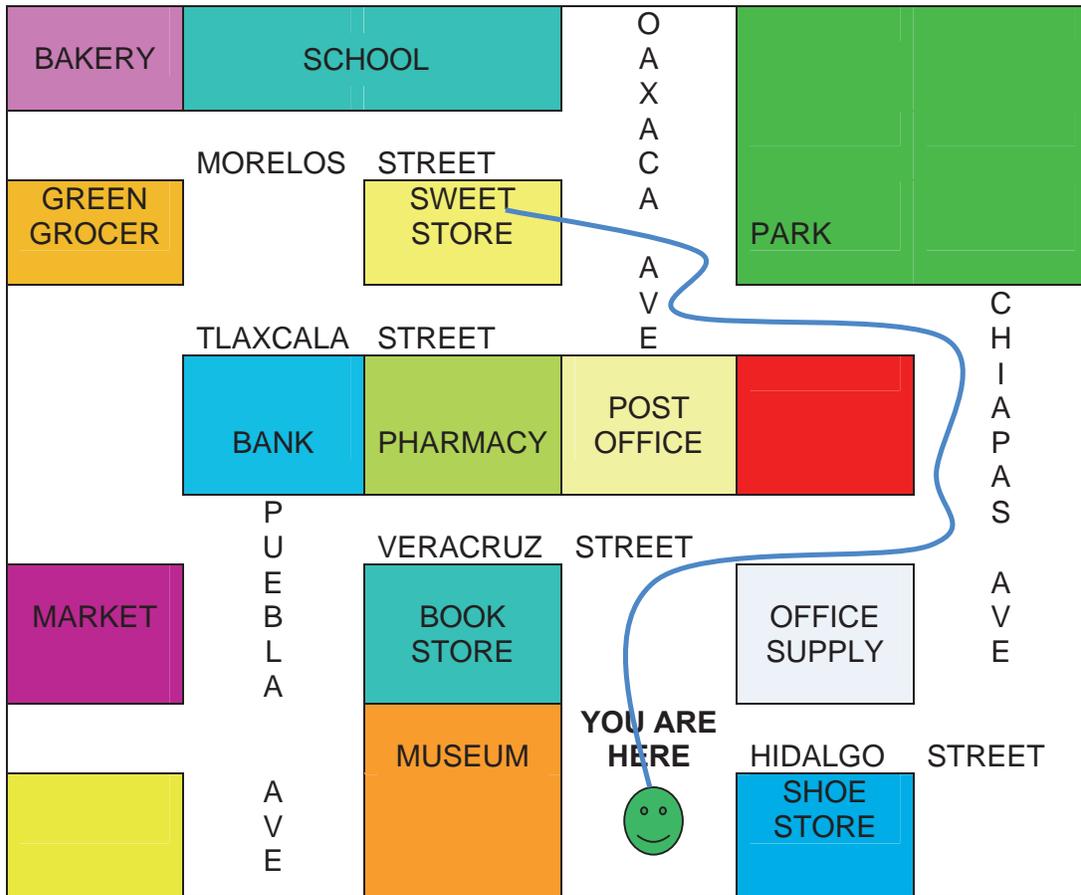
In my town there is a big park in front of my school. There are two banks on Red Street. There is a gymnasium between the pharmacy and the bakery. I sometimes go to do exercise. Also there is a market where my mom buys all she needs to cook. There is a greengrocer on the corner of yellow Street and Blue Avenue. There is an office supply on Pink Avenue and a post office next to it. I like my town very much.



3. Write the directions to the signals.



4. Look at the map, answer the questions and mark each way with a color.



a) How can I get to the sweet store?

b) How can I get to the school?

c) How can I get to the park?

d) How can I get to the market?

5. Use the map in exercise 4 to complete the sentences.

a) It's on the corner of Oaxaca Avenue and Tlaxcala Street. _____

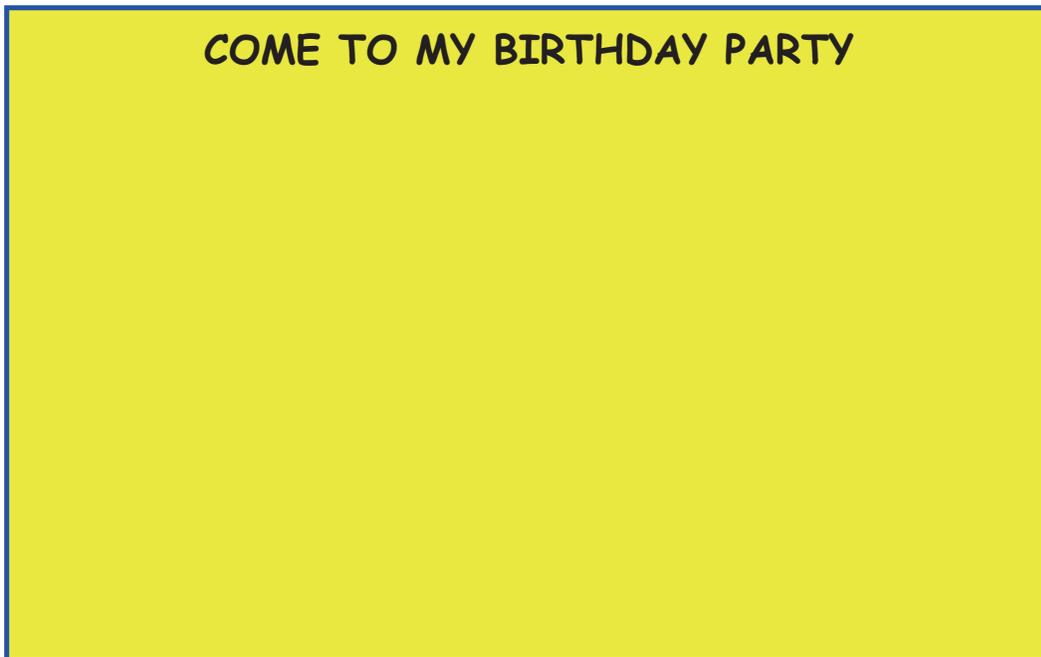
b) It's in front of the office supply. _____

c) It's between the post office and the bank. _____

d) It's next to the book store. _____

e) They're on Veracruz Street. _____

6. Design a birthday card including the instructions to get to your house and a map.



Lesson 95

Aim: Students will write a list of activities in order to clean the school and improve the appearance of the school.

A plan to clean the school



Read

1. Get in teams of four students and discuss about some activities that you can do at school in order to clean it and improve its appearance; when you are going to do them and what kind of material you will need for those activities. Complete the chart.



Example:

Day: _____ Hour: _____	
Activities <u>We are going to water the trees.</u> <u>We are going to paint the walls.</u> _____ _____ _____ _____ _____	Materials <u>Pails and water.</u> <u>Paint, a brush, a container.</u> _____ _____ _____ _____ _____

2. Show your chart to the teacher in order to check it. If you have a mistake, correct it and show your chart to the teacher again.

3. At home, you can make some posters including suggestions to take care of the environment or to maintain a clean school. You can put them on the walls.

Example:



4. For the next class don't forget to bring the material that you will need to your activities.

Lesson 96

Aim: Students will do some activities in order to clean the school.

Cleaning the school



Read

1. Get ready to do the activities that you planned. You are going to work out from the classroom and your teacher is going to supervise the job.

2. You can divide the tasks. For example, a group can put the posters on the walls. Other group can paint the walls or water the plants and trees. Some other can sweep the playground, etc.



Answer key

Lesson 81 Mini Check

Page 287

3.

- a) True
- b) False
- c) False
- d) True
- e) True
- f) True

Page 287

4.

Costs: How much is it?

Payment: How do you want to pay?

Time: How long does it take?

Page 288

5.

- a) \$ 120.00
- b) \$ 800.00
- c) return ticket
- d) \$ 260.00
- e) \$ 1,740.00
- f) \$ 2,400.00

Page 301

6.

Acapulco Mexico City Tula, Hidalgo

Lesson 88 Mini Check

Page 301

2.

Maribel: I'm sorry. I can't. I have to do many things. Let me tell you.

First, in the morning I'm going to do exercise at eight o'clock. **Then**, I'm going to have breakfast with my family.

In the afternoon I'm going to clean my bedroom.

After that, at six I'm going to have dinner with a friend.

Finally, I'm going to send an e-mail to my sister, she is in Canada.

As you can see, tomorrow is a busy day.

Julio: What about Sunday?

Maribel: In the morning I'm going to do exercise at nine. Then, I'm going to visit a museum. Why don't you come with me. It will be funny.

Julio: That sounds great. After that, we can go to the movies.

Maribel: That's a good idea. See you on Sunday.

Page 301

3.

- a) False
- b) False
- c) True
- d) True
- e) False

Page 301

4.

- b) to indicate sequence

Page 304

5.

- b) On Saturday afternoon he is going to plant trees and flowers in the park.
- c) On Saturday evening he is going to collect plastic bags and bottles in the streets.
- d) On Sunday morning he is visit a paper-recycling plant.
- e) On Sunday afternoon he is going to dinner with family.
- f) On Sunday evening he is going to give a talk about the organic and inorganic garbage.

Lesson 89

Mini Check

Page 304

3.

- b
- e
- a
- d
- c

Page 304

4.

- b) Wh-question words

Lesson 90

Mini Check

Page 307

3.

- a) Forty minutes
's in a restaurant

- c) No, he isn't.
- d) He is going to leave her.
- e) Omar was very happy.

Page 307

4.

Affirmative: I'm going to leave her.

Negative: I'm not going to wait anymore.

Lesson 93

Review

Page 315

3.

- a) Manuel's brother.
- b) Manuel's cousin.
- c) Manuel's sister.
- d) No, he isn't.
- e) Because he has broken his arm.

Page 315

4.

b	r	h	m	o	p	a	b	s	d	f
y	r	b	t	y	u	i	y	g	f	b
s	f	c	y	s	f	h	t	e	r	y
h	t	e	f	b	o	p	r	m	v	s
i	y	b	y	r	u	u	a	s	a	u
p	a	y	r	t	i	s	i	r	u	b
d	s	c	d	g	u	p	n	i	o	w
b	y	a	i	r	p	l	a	n	e	a
r	p	r	t	h	u	a	s	d	f	y
v	b	y	b	i	c	y	c	l	e	t
u	o	j	o	n	f	o	o	t	q	w
i	b	y	b	o	a	t	c	v	b	u

Page 315

5.

DIARY

Saturday
 Morning
wake up early
take my dog for a walk
help my mother to prepare breakfast
 Afternoon
visit my grandparents
 Evening
go to my friend's birthday party

Sunday
 Morning
wake up late
 Afternoon
visit a museum
 Evening
iron my uniform and clean my shoes

Lesson 94
Review

Page 316

1.



bakery



shoe store



beauty parlor



airport



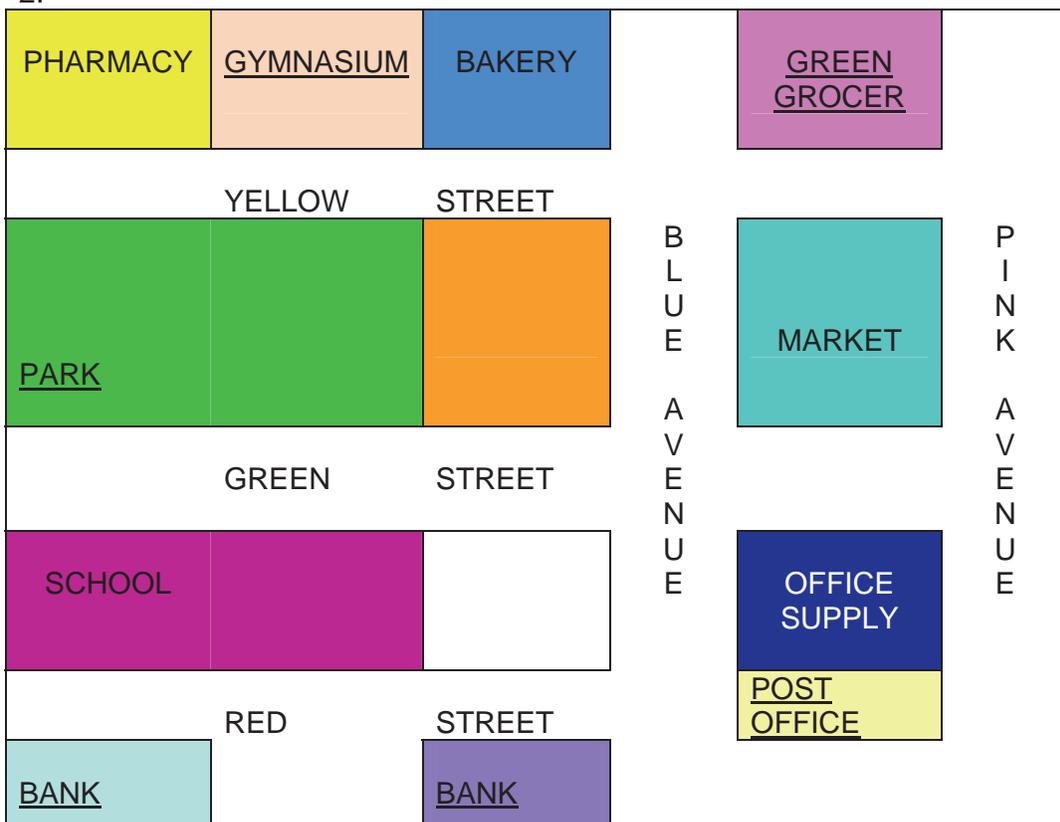
sweet store



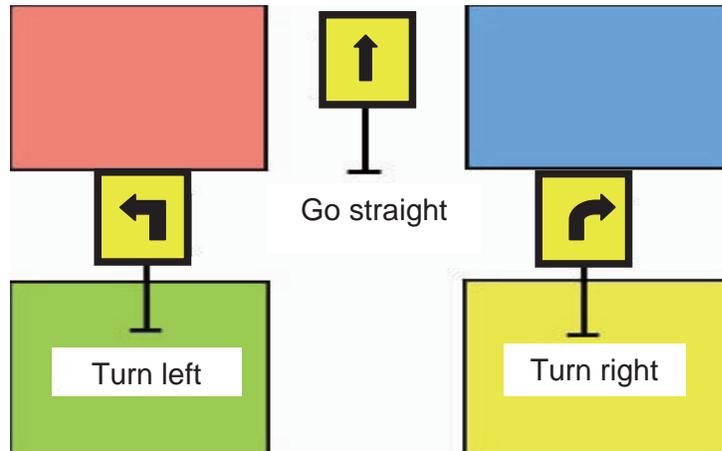
restaurant

Page 317

2.



3.



5.

- a) The park.
- b) The shoe store.
- c) The pharmacy.
- d) The museum.
- e) The bank, the pharmacy and the post office.



Check your progress

Lesson 73

Page 263

- c) Big, beautiful, clean, polluted, colonial, modern.

Lesson 74

Page 266

- b) First, then, after that, next, finally.

Lesson 75

Page 269

- a) and
- b) but
- c) or

Lesson 76

Page 273

- a) by airplane
- b) on foot, by bicycle
- c) by subway

Lesson 77

Page 276

- c) Where's the bank?

Lesson 78

Page 279

- a) It's on the Third Avenue.
b) They're on the First Avenue, next to the park.

Lesson 79

Page 282

- b) Departs, arrives and prices of the bus tickets.

Lesson 80

Page 285

- a) single ticket
b) return ticket
c) return ticket

Lesson 81

Page 289

- a) C
b) A
c) B

Lesson 82

Page 292

- a) Verbs for plans
b) Talking about plans.
c) I'm going to travel by airplane. / You are going to visit Chiapas.

Lesson 83

Page 296

- a) Miranda and Joaquin are going to travel to Oaxaca.
b) She isn't going to travel by bus.
c) I am going to study for exams.

Lesson 88

Page 303

	to be	
I	<u>am</u>	going to
He, She, It	<u>is</u>	going to
You, They, We	<u>are</u>	going to

Lesson 89

Page 305

- c) future intentions which are fairly certain to happen.

Lesson 90

Page 308

Past	✗	I'm going to travel to Cuernavaca tomorrow afternoon.
Future	✗	I wake up at seven o'clock every day.
Present	✗	I visited the zoo last Sunday.

Lesson 91

Page 311

b) the negative form of be *going to*.

Lesson 92

Page 313

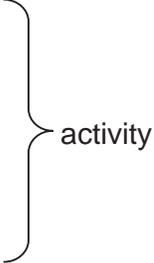
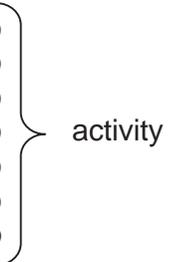
a) Are

b) isn't

c) is

d) Are

Support materials

Subjects	Suggested material
Present continuous Vocabulary Bakery – panadería Far – lejos Farm – granja Forest – bosque Holidays – vacaciones Knowledge – conocimiento Landscapes – paisajes Linking devices – conectores Polluted – contaminado Pollution – contaminación Relatives – familiares Sketch – croquis Summer - verano Wax – cera	Travel brochures Tourists brochures Guides
Present continuous Affirmative I am going to You are going to He is going to She is going to It is going to They are going to We are going to 	
Negative I am not going to You aren't going to He isn't going to She isn't going to It isn't going to They aren't going to We aren't going to 	
Interrogative Am I going to ... ? Yes, I am. No, I'm not. Are you going to ... ? Yes, I am. No, I'm not. Is he going to ... ? Yes, he is. No, he isn't. Is she going to ... ? Yes, she is. No, she isn't. Is it going to ... ? Yes, it is. No, it isn't. Are they going to ... ? Yes, they are. No, they aren't. Are we going to ... ? Yes, we are. No, we aren't.	

Propósitos para cada lección	
Unidad 4 Planeando Vacaciones	El propósito de esta unidad es capacitar a los estudiantes para describir y discutir planes futuros en los contextos de vacaciones y viajes.
Lección 73	Al finalizar la sesión, los alumnos describirán lo que les gusta de su comunidad.
Lección 74	Al finalizar la sesión, los alumnos describirán otro estado de la República.
Lección 75	Al finalizar la sesión, los alumnos identificarán medios de transporte para llegar a algún lugar.
Lección 76	Al finalizar la sesión, los alumnos identificarán características de otro país, por medio de descripciones.
Lección 77	Al finalizar la sesión, los alumnos preguntarán cómo llegar a un lugar.
Lección 78	Al finalizar la sesión, los alumnos utilizarán expresiones para preguntar por precios de boletos.
Lección 79	Al finalizar la sesión, los alumnos podrán preguntar y responder acerca de horarios de autobús o avión.
Lección 80	Al finalizar la sesión, los alumnos expresarán la localización de algún lugar público.
Lección 81	Al finalizar la sesión los alumnos verificarán su progreso resolviendo ejercicios de los temas anteriores.
Lección 82	Al finalizar la sesión, los alumnos identificarán que la estructura <i>be going to</i> indica tiempo futuro.
Lección 83	Al finalizar la sesión, los alumnos identificarán la estructura <i>be going to</i> .
Lección 84	Al finalizar la sesión, los alumnos elegirán un lugar turístico para crear un folleto.
Lección 85	Al finalizar la sesión, los alumnos organizarán la información a cerca del lugar que eligieron para elaborar una versión previa al . folleto turístico final.
Lección 86	Al finalizar la sesión, los alumnos editarán su folleto turístico.
Lección 87	Al finalizar la sesión, los alumnos intercambiarán los folletos turísticos para analizar la información contenida en ellos.
Lección 88	Semana Nacional de Evaluación (Prueba enlace)
Lección 89	Semana Nacional de Evaluación (Prueba enlace)
Lección 90	Semana Nacional de Evaluación (Prueba enlace)
Lección 91	Al finalizar la sesión, los alumnos identificarán la forma negativa de la estructura <i>be going to</i> .
Lección 92	Al finalizar la sesión, los alumnos identificarán la forma interrogativa de la estructura <i>be going to</i> .
Lección 93	Evaluación de los Aprendizajes Al finalizar la sesión, los alumnos evaluarán su aprendizaje mediante la resolución de ejercicios relacionados con los temas de esta unidad.
Lección 94	Al finalizar la sesión, los alumnos evaluarán su apre

	mediante la resolución de ejercicios relacionados con los temas de esta unidad.
Lección 95	Al finalizar la sesión, los alumnos elaborarán una serie de actividades de higiene y limpieza para mejorar la escuela.
Lección 96	Al finalizar la sesión, los alumnos llevarán a la práctica las actividades planeadas para mejorar la escuela.

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3er Grado

INGLÉS III

Unit 5

Life in the Future

Unit 5

Life in the Future

Purpose

The purpose of this unit is to enable students to make predictions about their life in the future.

Lessons

- Lesson 97 I want to become an engineer
- Lesson 98 She will go to high school
- Lesson 99 I won't be a doctor
- Lesson 100 Will you get married next year?
- Lesson 101 He will participate in the Olympic Games
- Lesson 102 What will you do next vacation?
- Lesson 103 Mini Check
- Lesson 104 It will be sunny and hot in the north
- Lesson 105 What will the weather be like in 2050?
- Lesson 106 Perhaps there won't be enough water
- Lesson 107 Life in the future
- Lesson 108 Animals in danger
- Lesson 109 I'm definitely going to do something for my planet
- Lesson 110 Project: Life in the Future. Part one
- Lesson 111 Project: Life in the Future. Part two
- Lesson 112 Project: Life in the Future. Part three
- Lesson 113 Project: Life in the Future. Part four
- Lesson 114 Take care of the environment
- Lesson 115 Mini Check
- Lesson 116 Mini Check
- Lesson 117 English exhibition
- Lesson 118 Review
- Lesson 119 Review
- Lesson 120 Review

Lesson 97

Aim: Students will express their plans for the future.

I want to become an engineer



Read

1. Underline the professions or occupations that you like.

Engineer
Secretary
Singer

Teacher
Policeman
Architect

Doctor
Carpenter
Fireman

2. Read the conversation.

Teacher: Good morning boys and girls. Today we are going to talk about your plans for the future. Please, tell me what they are.

Sandy: I would like to study medicine. I want **to become** a doctor.

Teacher: Very good. What about you Israel?

Israel: Well, my father is a carpenter and sometimes I help him in the workshop. I don't want to study more. I want to be a carpenter like my father.

Teacher: That's a good occupation but, you should study to get a profession. Think about it. What about you Patricia?

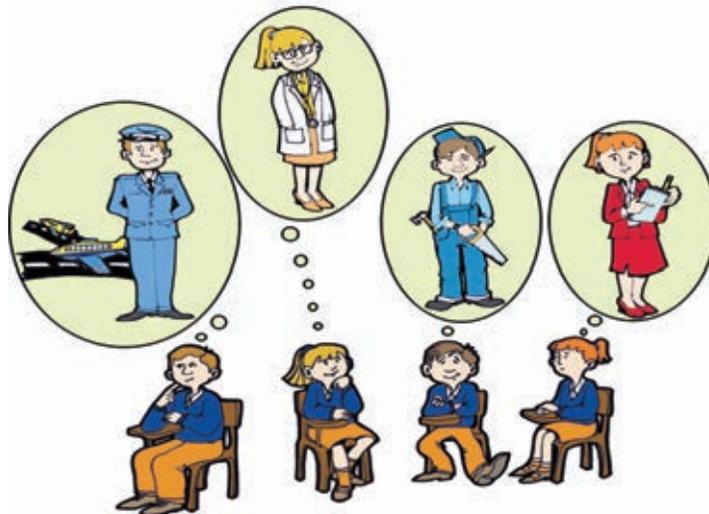
Patricia: I want **to become** a bilingual secretary; I love English.

Teacher: That sounds great. Ernesto, tell me your plans.

Ernesto: I love airplanes; I want **to become** a pilot. I want to study at military school.

Pablo: And I want to become an aeronautic engineer.

Teacher: All your ideas are great. You have to study very hard to get your purposes. Please, write in your notebooks your plans. Remember, you are going to finish the secondary school in some months.





Write

3. Write True or False.

- a) The students are talking about their professional future plans. _____
- b) Sandy wants to become a secretary. _____
- c) Israel doesn't want to continue studying. _____
- d) Patricia wants to become a doctor. _____
- e) Pablo wants to become an aeronautic engineer. _____
- f) Ernesto hates airplanes. _____



Think

4. Look at the words in **bold** in the conversation

Write the meaning of *to become* in your language. _____

Underline the corresponding option and complete the sentence.

We use *to become* to express present / future / past plans.



Write

5. Answer the questions with your information.

- a) What are you going to do when you finish secondary school?

- b) Are you going to continue studying? _____
- c) What would you like to become in the future? _____
- d) Are you going to study a short or a long career? _____
Why? _____
- e) Write your professional future plans.

6. Ask to a classmate the following questions. Then, write a text about it.

a) What are you going to do when you finish secondary school?

b) Are you going to continue studying? _____

c) What would you like to become in the future? _____

d) Are you going to study a short or a long career? _____

Why? _____

_____ wants to become _____
(your classmate's name)



Check your progress

Order the letters to write a profession or an occupation.

a) rtacehe _____

d) rytasecer _____

b) tdcoro _____

e) ptcenarer _____

c) eginerne _____

For the next class you will need some magazines, scissors and glue.

Lesson 98

Aim: Students will identify that the modal verb *will* indicates future predictions and has a regular form for all persons.

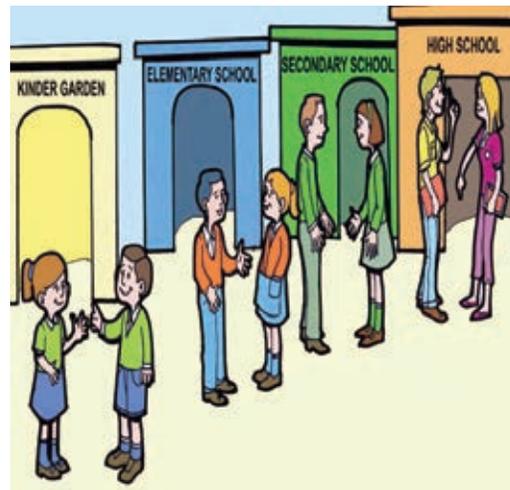
She will go to high school



Read

1. Circle the option that corresponds.

When I finish secondary school, I will go ...



2. Read the dialogue.

Mrs. Tellez: Good morning. How are you?
Mrs. Rosas: Good morning. I'm fine, thank you.
Mrs. Tellez: How is your daughter, Sonia?
Mrs. Rosas: She's fine, too. She's going to finish secondary school. Then, **she will** go to high school. What about your daughter and son?
Mrs. Tellez: They are going to finish secondary school, too. **They will** continue studying. Marta will go to high school and Ernesto will study at a military school. He will be a pilot.
Mrs. Rosas: That sounds interesting. Where will he study?
Mrs. Tellez: In Guadalajara. He is studying very hard to present the exam.
Mrs. Rosas: I'm sure **he will** pass it. Don't worry.
Mrs. Tellez: Yes, you're right. He is an excellent student. **I will** miss him.



Write

3. Complete the sentences about the activities that these people will do.

- a) Sonia will go to _____
- b) Marta will go to _____
- c) Ernesto will go to _____
- d) Ernesto will be a _____
- e) Mrs. Tellez will miss to _____



Think

4. Look at the words in **bold** in the conversation and complete the chart.

Pronoun	will
I	
You	will
He	
She	
It	will
They	
We	will

Notice that the modal verb *will* indicates future predictions.



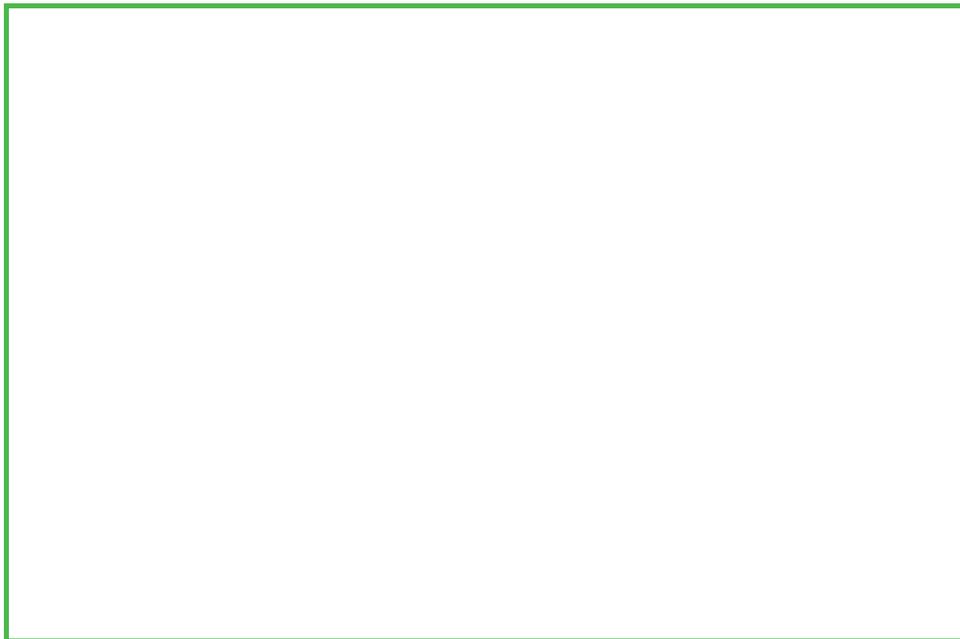
Write

5. Write or to the activities that you will do in the future.

activity	
go to high school	
move to other city	
be an engineer	
get married	
learn French	
study a career	
travel to other country	
buy a car	
study medicine	
have my own business	
have a baby	
take an English course	

6. Write a text about your affirmative plans for the future and make a collage. Then share it with your classmates. Use the material you brought to the class.

In the future I will _____





Check your progress

Order the following sentences.

a) will / an engineer / be / He

b) go / They / to high school / will

c) next year / She / travel / will / to Spain /

d) get married / We / will / next December

Lesson 99

Aim: Students will identify that the modal verb *won't* is the negative form of *will*.

I won't be a doctor



Read

1. Underline the corresponding option.

This is a person who tells the future; frequently you can find it in a fair.

a) A doctor

b) A secretary

c) A fortune teller



2. Read the dialogue.

Adriana: Hello. Can you tell me something about my future?

Madame Zaraha: Sure. I can see in my magic ball that you will get married with a handsome and rich man. You **will** be very happy and you will live in a beautiful house. You will have two daughters and ...

Adriana: Wait a moment, please. I want to know about my professional life.

Madame Zahara: Oh! I see. Do you like to help people?

Adriana: Yes, I do.

Madame Zahara: Do you like to study very hard?

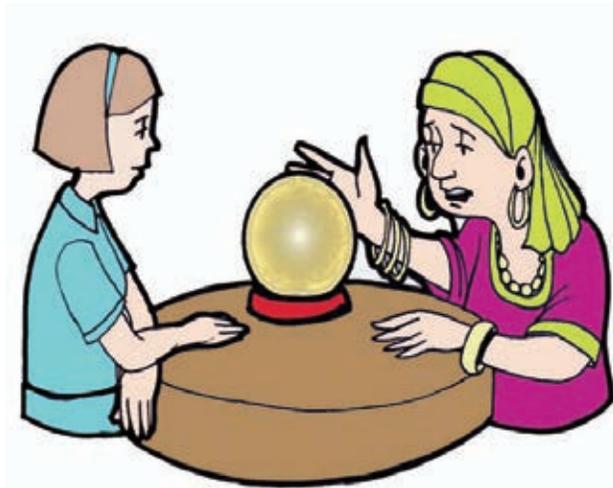
Adriana: Yes, I like.

Madame Zahara: Is white your favorite color?

Adriana: Yes, it is.

Madame Zahara: You will be a doctor.

Adriana: I **won't** be a doctor! I will be a chef.



Write

3. Write True or False.

- a) Adriana is talking with a fortune teller. _____
- b) Adriana wants to know about her professional life. _____
- c) The fortune teller told the truth . _____
- d) Adriana will be a chef. _____
- e) Adriana doesn't like to study very hard. _____
- f) Adriana's favorite color is black. _____



Think

4. Look at the words in **bold** in the conversation in exercise 2 and complete the chart.

This word indicates future predictions.

Affirmative	Negative



Write

5. Write the negative form of the following sentences.

a) Mariana will be a doctor.

b) Susana and Julio will travel to Japan next month.

c) Pedro will visit his French friend next year.

d) I will study medicine.

e) We will get married next year.

6. Write or to the activities that you will do in the future. After that, write a text about your plans for the future.

activity	
go to high school	
move to other city	
be an engineer	
get married	
learn French	
study a career	
travel to other country	
buy a car	
study medicine	
have my own business	
have a baby	
take an English course	

In the future I will _____

I won't _____



Check your progress

Write **will** or **won't** to complete the sentences.

- a) I _____ travel by airplane. I will travel by bus.
- b) Susana won't be an engineer. She _____ be an architect.
- c) My friends won't go to Japan next month. They _____ go next year.
- d) My parents _____ buy a new car. They will buy a new house.

Lesson 100

Aim: Students will be able to ask and answer about possible future events.

Will you get married next year?



Read

1. Answer the question with your information; underline the corresponding option.

- a) Will you get married next year?
Yes, I will.
No, I won't.



- b) Will you go to high school next year?
Yes, I will.
No, I won't.



2. Read the dialogue.

Manuel: Hi! How are you?
Fernando: Hi! What a surprise?
I'm fine, and you?
Manuel: I'm fine too. How is your family?
Fernando: They are very good.
I will be father for the second time the next year.
Manuel: Congratulations!
Fernando: Thank you. What about you?
Manuel: Well, I got an excellent job and I will buy a new house very soon.
Fernando: Will you get married next year?
Manuel: **Yes, I will.**
Fernando: Will you live here, in Mexico City?
Manuel: **No, I won't.** That will be very difficult because I got a new job in Guadalajara. I will live there.
Fernando: Congratulations, too.
Manuel: Thank you. I hope to see you in my wedding.



Write

3. Write True or False.

- a) Manuel won't live in Mexico City.
- b) Manuel will work in Guadalajara.
- c) Fernando will be father for the third time.
- d) Manuel won't get married next month.
- e) Manuel will buy a new house in Guadalajara.



Think

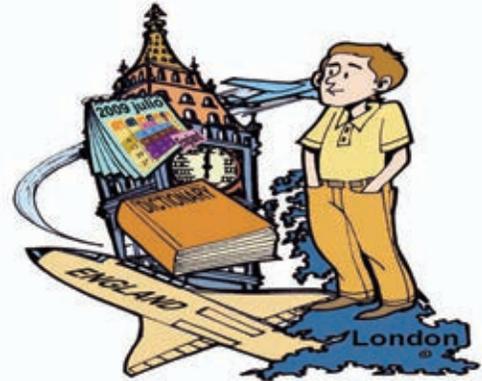
4. Look at the words in bold in the dialogue and complete the chart.

Question	Affirmative answer	Negative answer
Will you...?		
Will he/she/it...?	Yes, he/she/it will.	No, he/she/it won't.
Will they/we...?	Yes, they/we won't.	No, they/we won't.



Write

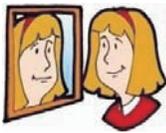
5. Look at the pictures and answer the questions.



- a) Will he travel to the United States next year? _____
- b) Will he travel by airplane? _____
- c) Will he carry a dictionary? _____
- d) Will he visit the Big Ben? _____
- e) Will he travel on June? _____

6. Answer the following questions with your information.

- a) Will you go to high school next course? _____
- b) Will you get married next year? _____
- c) Will you meet a famous person in the future? _____
- d) Will your parents buy a computer for you? _____
- e) Will your teacher give you a ten in the next exam? _____
- f) Will you meet new friends at high school? _____
- g) What will you do in the next summer season? _____



Check your progress

Match the columns.

- | | |
|--|--------------------|
| a) _____ Will he go to Acapulco next month? | A) Yes, they will. |
| b) _____ Will you get married in five years? | B) No, she won't. |
| c) _____ Will they play in a famous soccer team? | C) Yes, he will. |
| d) _____ Will she live in other country? | D) No, I won't. |

Lesson 101

Aim: Students will identify the *Wh-questions words* in order to get specific information.

He will participate in the Olympic Games



Read

1. Answer the questions.

Where will the Olympic Games be? _____

What's the capital of this country? _____

When will the Olympic Games be? _____

2. Read the interview.

Reporter: Good morning. This is Carlos Caballero reporting from the Big Swimming pool. Here is Esteban Solis, he is training. He will participate in the next Olympic Games in China.

Reporter: Tell us, how do you feel? Have you trained everyday?

Esteban: Well, I feel happy and strong to participate in the Olympic Games. I have trained a lot of time in order to show a good job. I will win a gold medal for Mexico.

Reporter: **When** will you travel to China?

Esteban: Well, I will do it next month.

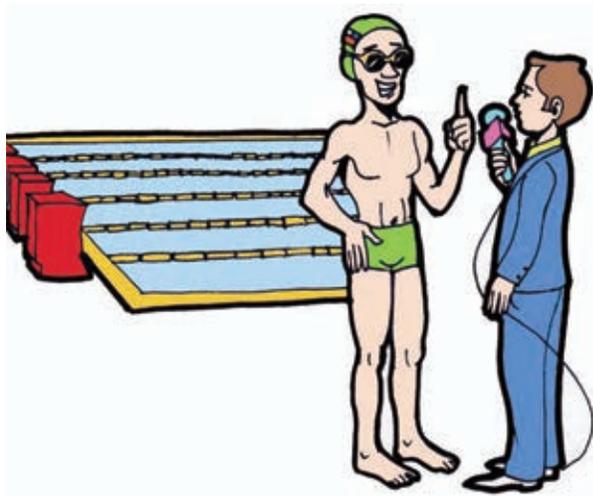
Reporter: **Who** will you travel with?

Esteban: I will go with my trainer and other members of the Mexican team.

Reporter: **What** will you do in China?

Esteban: I will visit some interesting places, museums, restaurants.

Reporter: Well, we wish you a good luck.





Write

3. Match the columns.

- _____ Who will participate in the Olympic Games.
- _____ When will Esteban travel to China?
- _____ What will Esteban participate in the Olympic Games?
- _____ Where will the Olympic Games be?
- _____ Why will Esteban go to China?

- a) Swimming.
- b) Esteban Solis.
- c) Because he will participate in the Olympic Games.
- d) In _____.
- e) He will travel next month.



Think

4. Answer the questions.

What's the name of the words in **bold** in the dialogue in exercise 2?

What's the function of these words?



Write

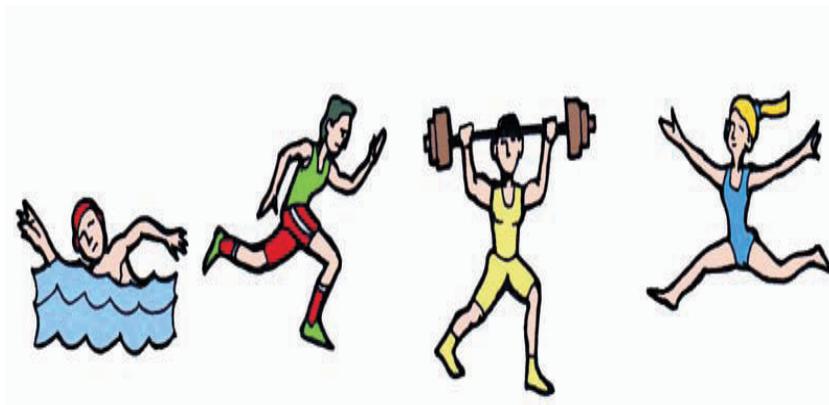
5. Match the pictures with the corresponding sport.

Athletics

Gymnastics

Swimming

Weight lifting



6. Choose one of the sports in exercise 5 and imagine you are that person. After that, ask a classmate the following questions.

You will participate in _____.

A classmate:

Questions	Answers
What's your name?	
When will you travel to China?	
Where will you stay?	
What will you participate in?	
Who will you travel with?	
How long have you trained?	
Will you win a gold, silver or bronze medal?	

Extra Activity. Write an article about the person you have interviewed.



Check your progress

Match the columns.

- | | |
|--------------------|-----------------|
| a) _____ Where...? | A) ¿Cuál...? |
| b) _____ Who...? | B) ¿Por qué...? |
| c) _____ What...? | C) ¿Dónde...? |
| d) _____ Which...? | D) ¿Quién...? |
| e) _____ When...? | E) ¿Qué...? |
| f) _____ Why...? | F) ¿Cuándo...? |

Lesson 102

Aim: Students will identify the use of *going to* and *will*.

What will you do next vacation?



Read

1. Look at the pictures to answer the questions.



A Chinese restaurant



The stadium



The beach



A museum



The gym



A concert hall

What will Lila and Armando do on vacation?

What will Kevin and Fredy do on vacation?

What will Fabiola do on vacation?

2. Read the conversation

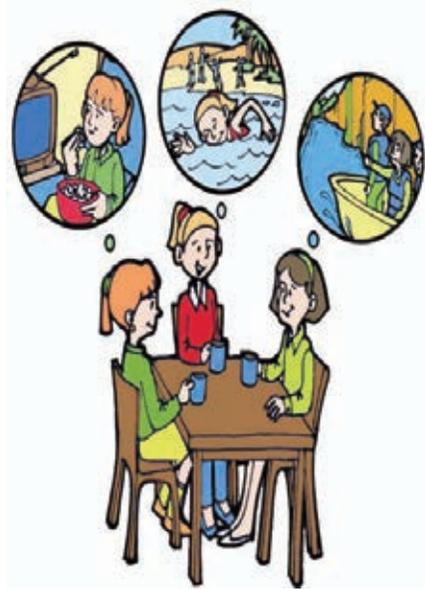
Liliana: What are you going to do on Saturday?

Fernanda: In the morning I'm **going to** visit the dentist. Then, I'm **not going to** do anything.

Cintya: I'm going to wash and iron my clothes. Why do you ask?



Liliana: On Saturday is my sister's birthday.
 I want invite to you.
 Fernanda and Cintya: Thanks.
 Liliana: And, what will you do on vacation?
 Cintya: I **will** visit the beach with my family.
 Fernanda: I will go to Chiapas with some
 friends. We will visit the forest, the
 archaeological site and the
 Sumidero Canyon. What about you?
 Liliana: I **won't** go to other place. I will stay at
 home. I will rest, I will watch many
 movies and I will eat a lot of pop corn.
 Cintya: You will gain weight.
 Liliana: Don't worry. I will go to the gym, too.



Think

4. Look at the words in **bold** in the text and complete the sentences.

This structure indicates future intentions which are fairly certain to happen:

This structure indicates future predictions and has a regular form for all persons:



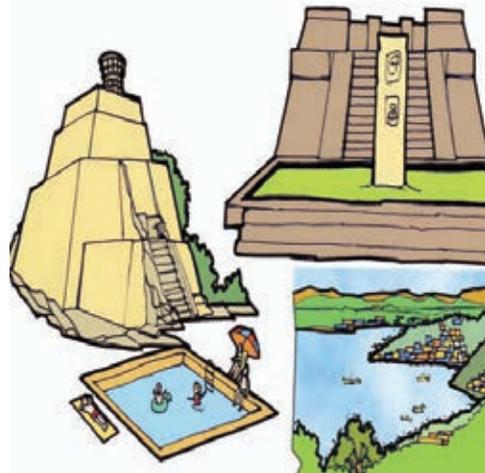
Write

5. Read the brochure and underline the sentences containing the future tense.

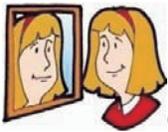
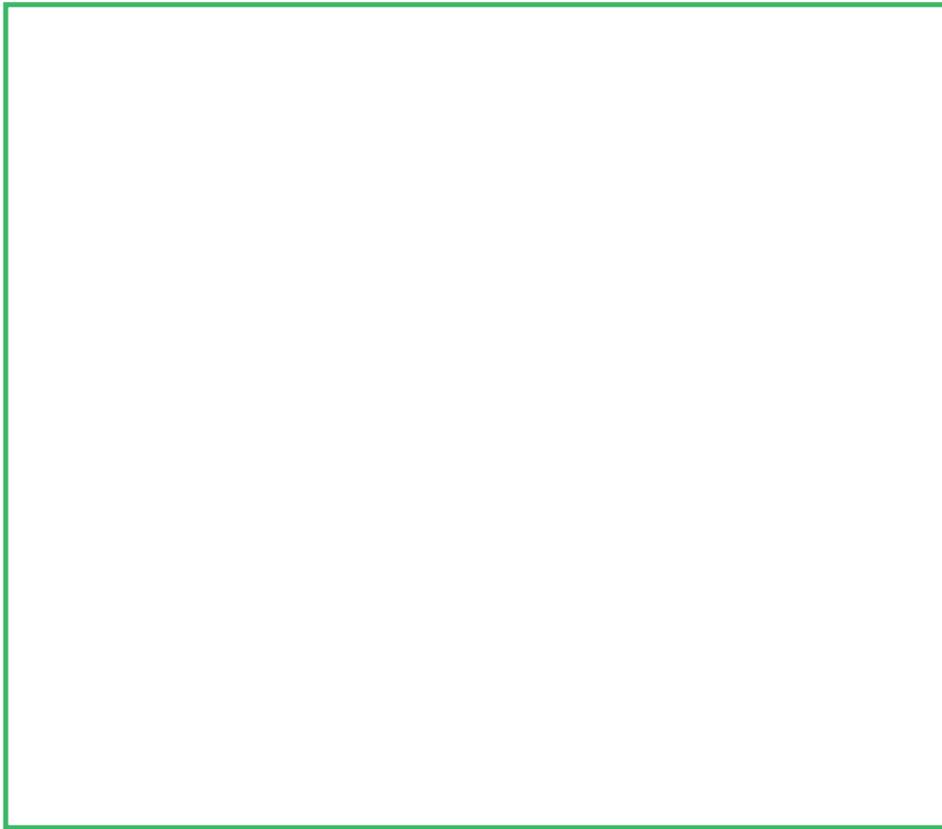
Come to Morelos.

Take this tour!

The itinerary will begin in Cuernavaca and it will last a week. The tour will visit wonderful places such as Tepoztlan, Temixco, Xochicalco Tequesquitengo among others. Your trip will be hot, but fun. You will swim in one of the many aquatic parks in this state. This trip includes the bus, hotels, breakfasts, excursions and local taxes. Total cost will be of \$ 3,500.00.



6. Design a brochure like the one in exercise 5. After that, exchange your book to read the other brochures and decide what place you will visit on vacation. Express your decision to your class.



Check your progress

Order the words to write sentences.

a) going to / She / is / study for exams

b) We / travel / will / next year / to China

c) participate / He / in the Olympic Games / won't

d) aren't / They / visit the beach / going to / next Saturday

Lesson 103

Aim: Students will check their progress answering some exercises.

Mini Check



Read

1. Read the mail.

✕ ✓ ←□ 📁 📧 ☰

From: samanta@cooltime.com
To: adrianass@cooltime.com
Subject: My plans

Hello, Adriana
I want to tell you I'm really happy because I'm going to finish secondary school. I will go to high school and I will take an English course on Saturdays. What about you? Please, write me soon.

Regards.
Samanta

2. Read the e-mail.

✕ ✓ ←□ 📁 📧 ☰

From: adrianass@cooltime.com
To: samanta@cooltime.com
Subject: My plans

Hi, Samanta

Congratulations! I'm going to finish secondary school, too. I **won't** go to high school this year but, I **will** take a cooking course. I love cooking. Next year I will go to high school and then, I will study to be a chef. May be I'll have my own restaurant in the future.

Well, I want to invite you to my house next month. It will be my birthday and I will have a party. I **will not** buy a cake; I will cook a chocolate cake.

Regards.
Adriana



Write

3. Write True or False.

- a) Adriana won't go to high school next year. _____
- b) Samanta will take a cooking course. _____
- c) Adriana wants to become a chef. _____
- d) Adriana will have a birthday party next week. _____
- e) Samanta will take an English course. _____



Think

4. Look at the words in **bold** in the text and complete the sentences.

I'll is the contraction of _____
won't is the same that _____



Write

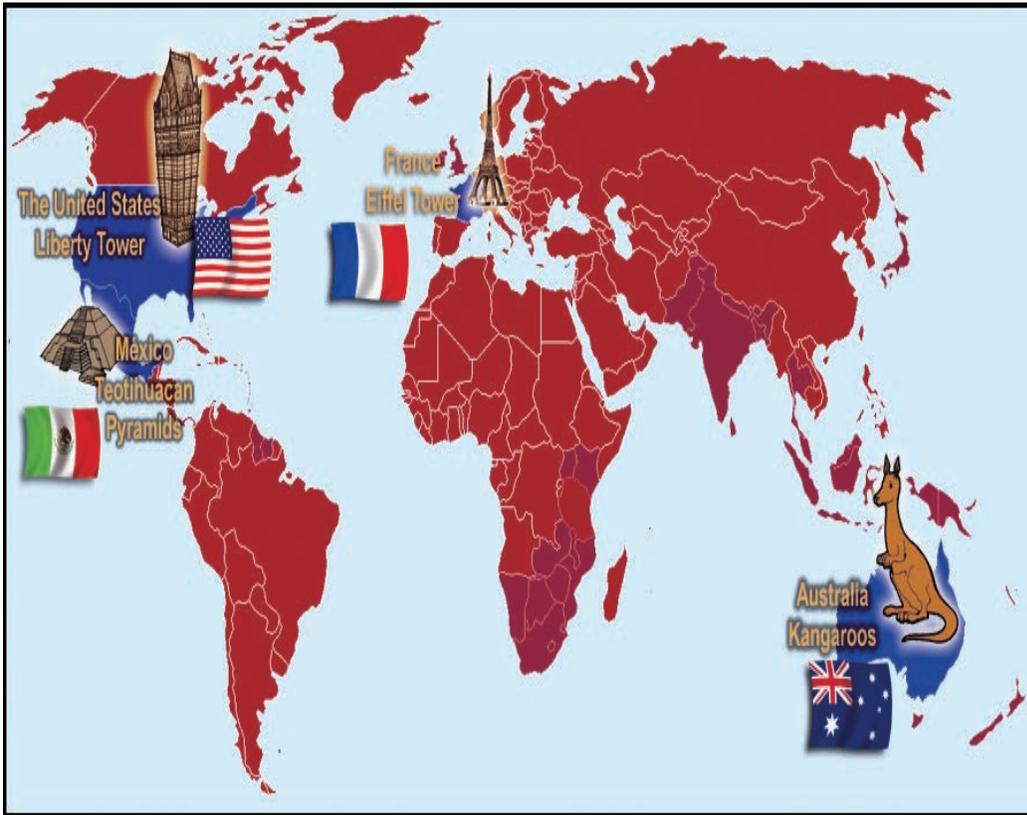
5. Complete the sentences with *will* or *be going to*.

- a) Mary _____ travel to France next year to take a French course.
- b) Jorge _____ travel to Sonora tomorrow morning.
- c) Susana and Luis _____ go to China next August.
- d) Alberto _____ buy a new car in 2009.
- e) In 2020, I _____ live in a big house in Cancun.
- f) On Wednesday I _____ present a math exam.

6. Work in pairs. Imagine you will visit the countries in the pictures. Ask and answer the following questions.

Where will you go?
 What will you see?
 Who will you go with?

Example:
 Student A: Where will you go next vacation?
 Student B: I will go to Spain.
 Student A: What will you see?
 Student B: I will see bullfights.
 Student A: Who will you go with?
 Student B: I will go with my husband.



Check your progress

Complete the chart.

	Contraction		Contraction
I will	I'll	I will not	I won't
You will		You will not	
He will		He will not	
She will		She will not	
It will		It will not	
They will		They will not	
We will		We will not	

Lesson 104

Aim: Students will be able to express the forecast weather.

It will be sunny and hot in the north



Read

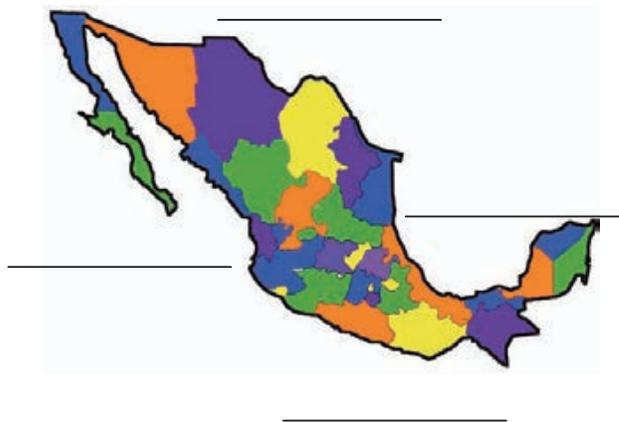
1. Look at the map and write the following words in the corresponding place.

East

North

South

West



2. Read the following information.

Mr. Weather: Good morning. This is Sun Weather with the weather forecast for today. It will be **sunny** and **hot** in the north in the morning. The weather will change in afternoon and evening; it will be **windy** and **cool**. In the south it will be **cloudy** and **rainy** all the time; don't forget your umbrella. In the east it will be **warm** in the morning, but in the afternoon it will be rainy and **cold**. In the west it will be cloudy but warm all the time.

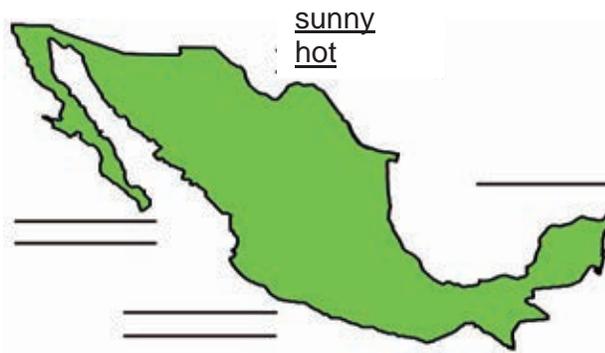




Write

3. Read the weather forecast again and complete the diagrams.

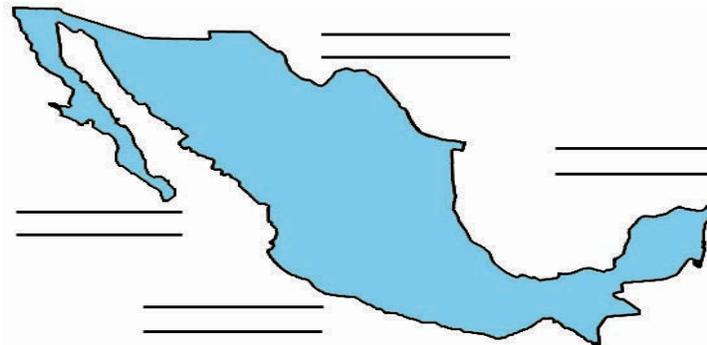
Example:
Morning



Afternoon

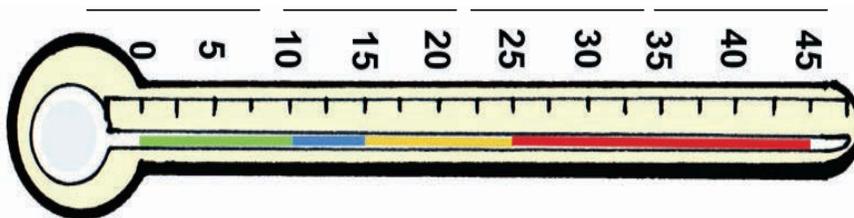


Evening



Write the temperatures in the corresponding place.

cool hot cold warm





Think

4. Look at the words in **bold** in the text in exercise 2 and classify them.

Temperature	Weather



Write

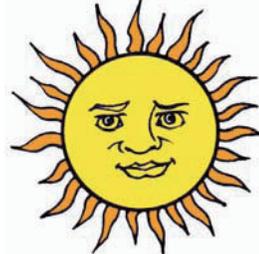
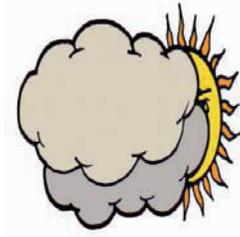
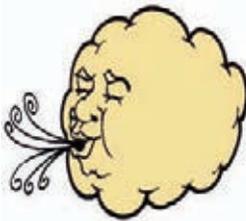
5. Match the pictures with the following words.

sunny

windy

rainy

cloudy



6. Draw the symbols where ever you want in the map. Then, write a text with your weather forecast for tomorrow.



Example:

It will be rainy in the south.

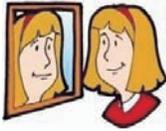
It will be cold and cloudy in the east.

It will be warm in Mexico City.

Notice that we use the structure *It will be* to predict the weather.

Write your weather forecast.

Extra Activity. Use a big map and put the symbols of the weather on it in order to expose the weather forecast to your classmates.



Check your progress

Order the following words to write sentences.

a) be / rainy / It / in Veracruz / will

b) in Chihuahua / It / be / sunny and hot / will

c) in summer / It / very hot / will / be

d) will / in the south / It / be / cold

Lesson 105

Aim: Students will be able to ask and answer about the weather forecast in the future.

What will the weather be like in 2025?



Read

1. Read the predictions for the future and discuss the probability of each one.

Mexico will win fifteen gold medals in the Olympic Games.

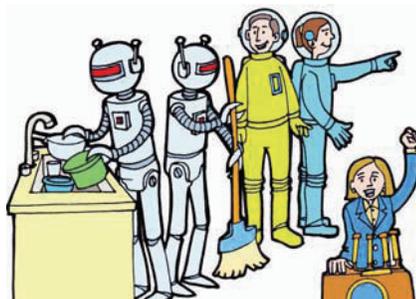
A woman will become president of Mexico.

There won't be enough water for everybody.

There will be robots to do our tasks.

The weather will change notably.

We will live in Mars.



2. Read the interview.

Reporter: Good morning. Today we are going to talk with an expert in weather.
Welcome to the studio.

Mr. Peterson: Good morning.

Reporter: Tell us about the changes in the weather.

Mr. Peterson: Well, definitely the weather has changed in the different seasons of the year since some years ago. It is because the pollution, deforestation, etc. In general, the damage to the planet caused by the human being is the mainly reason in the change of the weather.



Reporter: What will the weather be like in 2025?

Mr. Peterson: Well, the weather forecast for that year is not good. The rainy periods will be longer than today. It will cause more flooding than today. **There will be** higher temperatures that will kill animals, plants or human beings.

Reporter: That sounds terrible. Is there something that can we do to avoid some disasters?

Mr. Peterson: Yes, of course. We can do many things. We can plant trees, we can generate less garbage, we can decrease pollution. Big factories or companies can take some measures, too. The governments in the world can contribute to solve this problem. If everybody does something **there won't be** a big problem.



Write

3. Write True or False.

- a) The weather forecast for the year 2025 is very good. _____
- b) The weather hasn't changed. _____
- c) Pollution and deforestation are causes of the change in the weather. _____
- d) Human being can help to avoid some disasters. _____
- e) May be in 2025 there will be higher temperatures. _____
- f) Periods of rain will be shorter in 2025. _____
- g) Human being can do many things to get a better planet. _____



Think

4. Look at the words in **bold** in the interview

Present tense			
Affirmative	Spanish	Negative	Spanish
There is / There are	Hay	There isn't There aren't	No hay
Past tense			
There was / There were	Hubo, Había	There wasn't There weren't	No hubo, no había
Future tense			



Write

5. Match the pictures with the corresponding words.

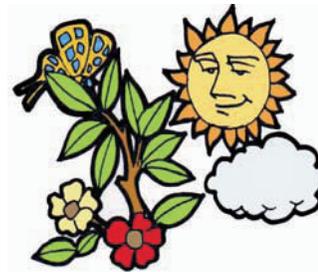
Spring

Summer

Winter

Fall









6. Work in pairs to discuss about the following predictions. Write a text and share it with your class.

- a) It will be hot in winter in 2025.
- b) It will be cold and rainy in spring in 2025.
- c) There will be short periods of rain in 2025.



Check your progress

Write the negative form of the following sentences.

- a) There will be low temperatures in 2025.
- b) There will be more pollution in 2025.
- c) There will be houses in Mars in the future.

Lesson 106

Aim: Students will express their opinion about the water in the future.

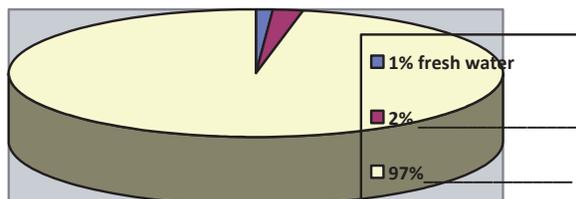
Perhaps there won't be enough water



Read

1. Read the following information and complete the diagram.

Our planet is composed of more water than soil. About the 97% of all the water on earth is salt water. 2% is frozen water and only about 1% is fresh water. That's the reason to take care of this vital liquid.



2. Read the following information.

Eduardo: Mom, what are you doing?

Eduardo's mother: I'm washing the dishes.

Eduardo: Don't waste a lot of water. **Perhaps** there won't be enough water in the future.

Eduardo's mother: Don't worry.

Eduardo: Don't use a lot of soap powder.

It pollutes the water. Today, at school I learned about the water pollution. Look in my book.



Water pollution



We have many natural resources but water is the most important of them. However most of the time we don't take care of it. We waste a lot of water; also we pollute it with different substances. For example, at home we use soap powder that often contains chemicals with non-biodegradable molecules; this means that the molecules don't break down naturally, so they will stay in the water indefinitely building up the toxic levels. People use other substances at home that are very toxic for water and for the human being. This toxic water goes to the rivers, lakes or oceans and it affects marine creatures. Oceans are polluted from oil spills, too. Pollution in the oceans is a big problem that directly affects ocean organisms. So, oceans are the mayor carriers of pollutants because they spread rapidly and travel all over the world via inter-connected seas.



Write

3. Answer the questions.

a) What is one of the most important natural resources on earth?

b) How is water polluted by what we do at home?

c) Where does the polluted and toxic water go?

d) Why are oceans the major carriers of pollutants?

e) How are oceans polluted?



Think

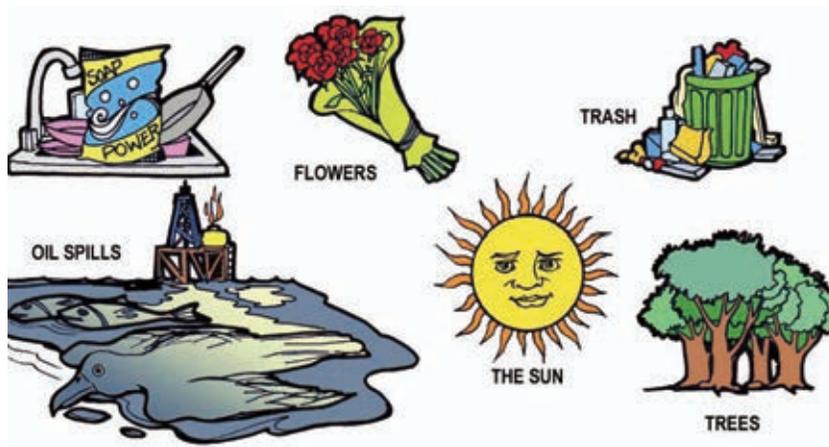
4. Look at the word in **bold** in the dialogue and complete the following sentences.

This word indicates a degree of certainty. _____
What's the meaning of this word in your language? _____



Write

5. Look at the pictures and circle the ones that pollute the water.



6. Write a message about the importance of the water. It can be a poem, an advertisement, a new, an article, etc. You can use construction paper or any other kind of paper. Illustrate your message and present it to your classmates.



Check your progress

Underline the option that answers the question.

- A) What are the main water pollutants?
- a) Flowers, trees, the sun.
 - b) Trash, oil spills, sewage from human, home chemicals.
 - c) Chocolate, candies, water.

Lesson 107

Aim: Students will express ideas about life in the future.

Life in the future



Read

1. Look at the article and underline the option that answers complete the sentences.

- A) The article probably comes from:
- a) a magazine
 - b) an encyclopedia
 - c) a recipe book
- B) This article is about:
- a) sports in the future
 - b) life in the future
 - c) the weather forecast

2. Read

Francisco: Dad, what are you doing?

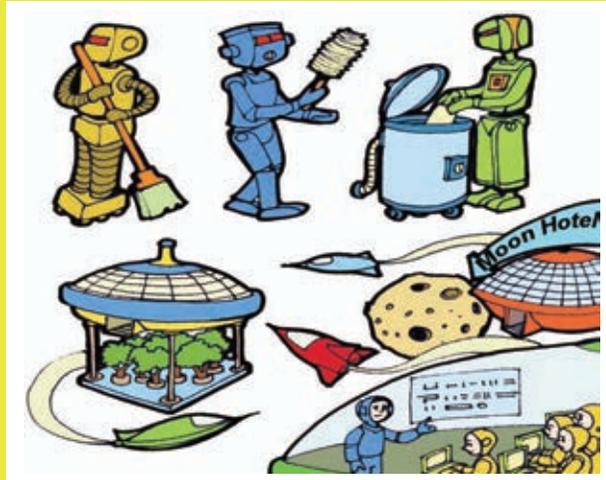
Francisco's father: I'm reading an interesting article about life in the future. How do you think will life in the future be?

Francisco: May be there will be robots and some people will live in Mars. Let me see the article.



Life in the future.

Life in the future will be very different from today. People **won't** clean their houses. **There will be** robots to do our tasks. They will mop the floors, wash the dishes and clothes or they will take care of the babies. People **will** enjoy wonderful vacation in Mars or Jupiter. There won't be cars; we will travel in space ships. There won't be any traffic jams or pollution. **There won't** be books or notebooks; all students will use personal computers. There will be big hotels and houses in the moon. We will live in floating houses. There will be more space to plant trees and flowers.



Write

3. Write True or False.

- a) Life in the future will be the same as today.
- b) There won't be robots to clean the house.
- c) There will be traffic jams as today.
- d) People will go to Mars and Jupiter for vacation.
- e) There won't be any trees or flowers.
- f) People will stay in the moon.



Think

4. Look at the word in **bold** in the article and complete the sentence.

We use these expressions to talk about _____



Write

5. Work in pairs and discuss about the following questions. Write your ideas.

How do you think will life in the future be?

6. Write a text about life in the future and illustrate it.

A large, empty rectangular box with a green border, intended for students to write their text and draw an illustration related to life in the future.

Extra Activity. Use the information and your imagination to make a poster about life in the future and present it to your classmates. You can use construction paper and some pictures to illustrate it.



Check your progress

Order the words to write sentences.

a) won't / People / sweep or mop / in the future

b) traffic jams / won't / There / any / be

c) will / wonderful / enjoy / in Mars / People / vacation

d) be / There / hotels / will / in the moon

For the next class you will need some information about endangered animals in the world or in your community; magazines, scissors and glue.

Lesson 108

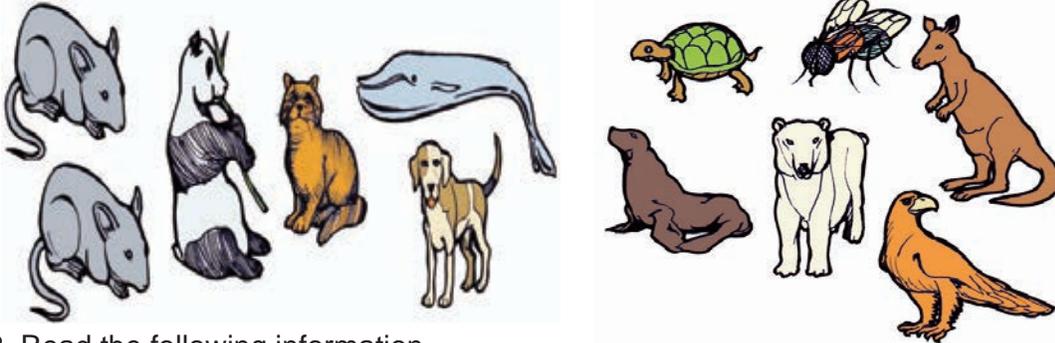
Aim: Students will identify the endangered animals.

Animals in danger



Read

1. Circle the endangered species.



2. Read the following information.

Teacher: What are the main endangered species?

Mario: The giant panda.

Teresa: The Chinese tiger.

Pablo: The polar bear.

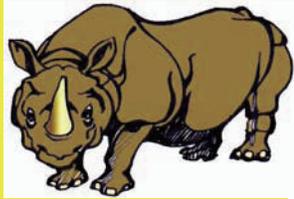
Eduardo: Mice.

Teacher: That's no funny Eduardo. This is a serious problem. Read the following information.

ANIMALS IN DANGER

The main causes of the endangered species are:

- Hunting
- Human carelessness
- Pollution
- Habitat loss
- Unwelcome strangers

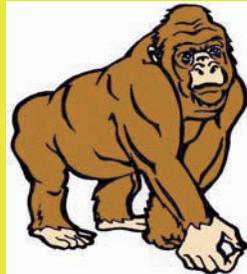
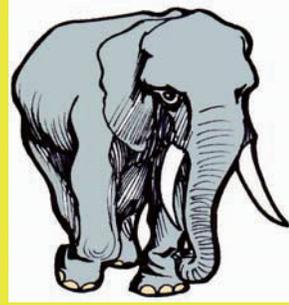


Black Rhinoceros. They are extremely rare today. The main attraction for hunters is the rhino horn.



The Giant Panda. The main problem has been the low quantity of food, stems of bamboo. The most of the giant bears live in special reserves.

Asian Elephant. This is a big endangered specie because the ivory poaching. Also, the loss of habitat contribute to the extinction.



Mountain Gorilla. The destruction of forest habitat is the main reason for the reduced population because there are **probably** 600 mountain gorillas in Central Africa.



Mexican Wolf. It is the most important cattle predator and it causes economic loss so people kill them. **May be** there are around 109 wolves living in a special reserve. The free surviving wolves live in Chihuahua and Durango now. There are some of them in zoos.



Write

3. Answer the questions.

a) Why is the Asian Elephant an endangered animal?

b) Where do the most of the Giant Pandas live?

c) How many Mountain Gorillas are in Central Africa?

d) Why do hunters kill the Black Rhinoceros?

e) Do you know other endangered animal? Write them.

f) Is there any endangered specie in your community? Which?



Think

4. Look at the words in **bold** in the article and complete the sentences.

These words indicate a degree of certainty. _____

What's the meaning of these words in your language? _____



Write

5. Work in pairs and use the information that you brought to the classroom to answer the following questions.

a) Write the name of an endangered animal. _____

b) Where does it live? _____

c) How many animals of this specie are there? _____

d) Why do hunters kill them? _____

e) What do they eat? _____

f) Do they live in a special reserve now? _____

g) Is there an association that protects this endangered animal?

h) What will you do to protect this endangered animal? Write some measures.

6. Use the information in exercise 5 to write a text about the endangered animal and illustrate it. Share the information with your classmates.



Extra Activity. Write your text in a sheet of paper and illustrate it. You can make a mural newspaper with all the articles from your classmates.



Check your progress

Underline the corresponding option to complete the sentence.

These words indicate different degrees of certainty.

- a) Never, usually, always
- b) Perhaps, may be, probably
- c) First, the, after that

Lesson 109

Aim: Students will express opinions about how to take care of the planet.

I'm definitely going to do something for my planet



Read

1 Answer the question.

What do you do to take care of the environment?

2. Read the following information.

Teacher: Good morning boys and girls. Today we have the visit of an important person.

Students: Good morning.

Zuly: Hello. I'm Zury Zamora. I'm a member of an organization that takes care of the environment. We are really worried about the problems that are destroying our planet.

Teacher: Are you worried about the future of the planet?

Zuly: We are worried about the present because if we don't start acting now there won't be future. We must stop to be selfish, greedy and violent. We have to respect neighbors, nature or posterity. If we don't do that the human race will disappear from the earth's surface. We have to start in our homes and communities and teach our younger generations to take care of the environment. What do you think? What are you doing now for the planet? What do you do at home, at school or in your community?

Antonio: I think you're right. We have to do something now. I'm in a club with some friends and we sow trees in the forest and parks.

Josefina: I'm **definitely** going to do something for my planet. How can we join to your organization?





Write

3. Write True or False.

- a) We should be worried about the present of the planet. _____
- b) We should be selfish, greedy and violent. _____
- c) We have to respect plants, animals and people. _____
- d) Antonio takes care of the environment. _____
- e) Josefina wants to do something for the planet. _____



Think

4. Look at the word in **bold** in the conversation in exercise 2 and complete the sentence

This word indicates a degree of certainty. _____
 What's the meaning of this word in your language? _____



Write

5. Look at the pictures and circle the correct ones to take care of the environment.



6. Work in small groups in order to discuss about one of the following problems and write possible solutions. Share it with your classmates.

- a) Pollution
- b) Deforestation
- c) Endangered species
- d) Changes in weather



Check your progress

Match the columns.

- | | |
|--------------------------|---------------|
| _____ A) Quizá | a) Maybe |
| _____ B) Definitivamente | b) Perhaps |
| _____ C) Puede ser | c) Probably |
| _____ D) Probablemente | d) Definitely |

Lesson 110

Aim: Students will discuss and generate ideas about life in the future.

Project: Life in the Future. Part one

Prewriting.

1. In this project you will write an article about life in the future as you imagine it.
2. Your audience will be your classmates, your teacher, your school principal and your parents.
3. Work in small groups. Plan your article. First choose a topic and gather your ideas. List your ideas.

Have you ever thought about life in the future?

Think about it	Talk about it
<p>What do you think will happen in the future? Which problems might the Earth has? What problems would make a best article? When you start to imagine the article, you have chosen your topic.</p>	<p>Talk with your partners about articles you have read. What problems might you imagine for this world? Discuss the problems you think the earth will have in the future. Expand your list with other articles and information you know well.</p>



4. Complete the chart with your information.

Think about it	Talk about it

5. Homework. Look for information about your topic and bring it to the classroom for the next class.

Lesson 111

Aim: Students will organize the ideas coherently in order to write a draft of the final version.

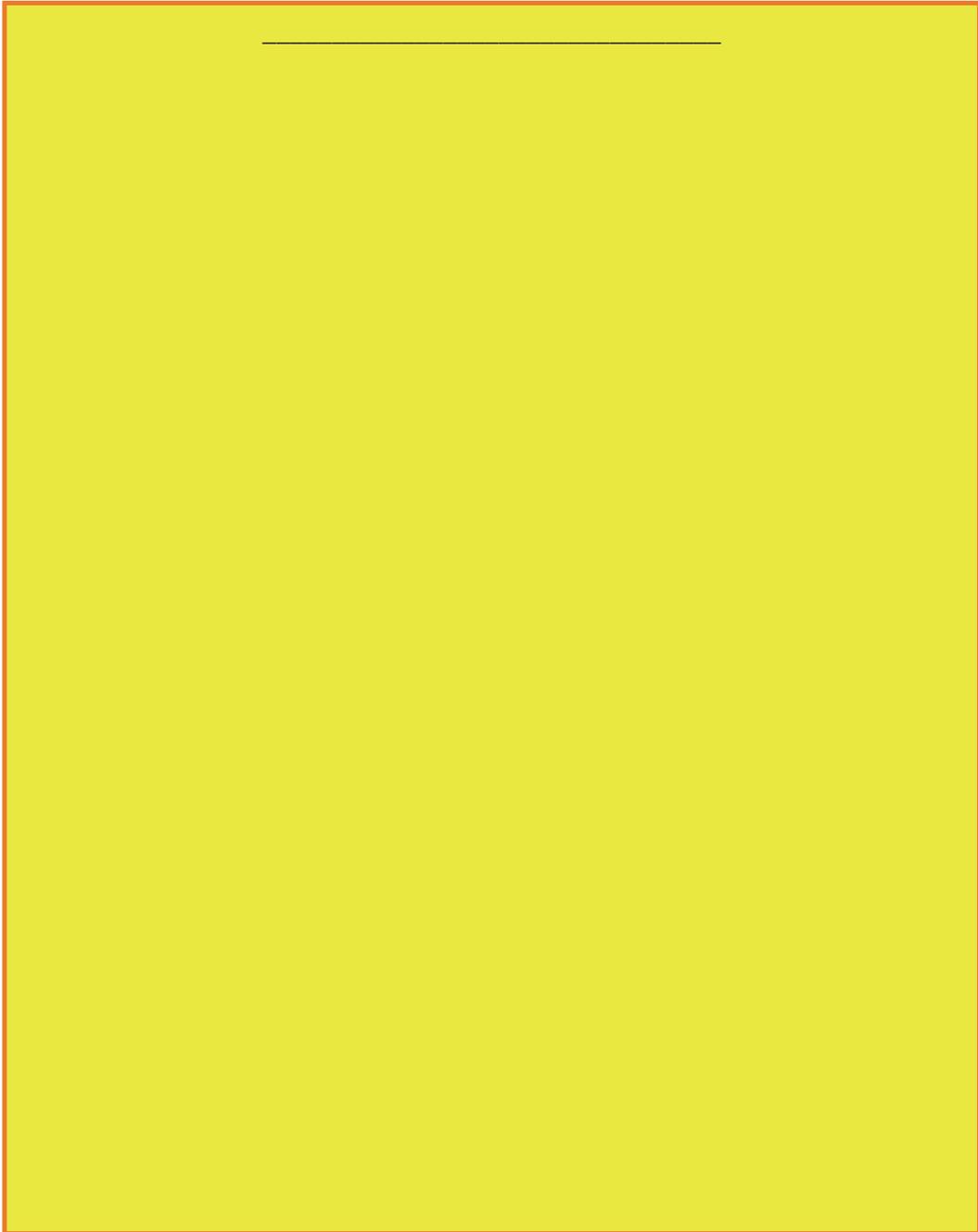
Project: Life in the Future. Part two

1. Share the information you got with your partners and organize it. Listen to your partner's ideas.
2. Write the main ideas and the information you got.

Organize your information

A large, empty rectangular box with a light green background and a dark green border. It is intended for students to write down their organized information.

3. Write a draft with the information that you will include in the article. How can you begin your article? You might make a statement about your topic or the problem you will write about. Remember to use the future tense.

A large yellow rectangular area with a thin orange border, intended for writing a draft. A horizontal line is drawn near the top center of the yellow area.

4. Show your draft to your teacher in order to check it and correct the mistakes you have had.

Lesson 112

Aim: Students will check their article in order to make changes to make it better.

Project: Life in the Future. Part three

1. Revising: When revising, write a check next to the sentences.

Think about your purpose. Did you write an article?	✘	✓
Think about your audience. Will they enjoy the article?		
Does your article tell about life in the future?		
Did I spell words correctly?		
Did I indent paragraphs?		
Did I capitalize letters correctly?		
Did I use punctuation marks correctly?		
Did I use my best handwriting?		
Did I give a title to my article?		

2. Think about your article. Do you want to make changes to make it better?

3. Make a neat copy. Check your handwriting.

4. Homework. Get construction paper or whatever kind of paper you like, scissors, glue, pictures, etc.



Lesson 113

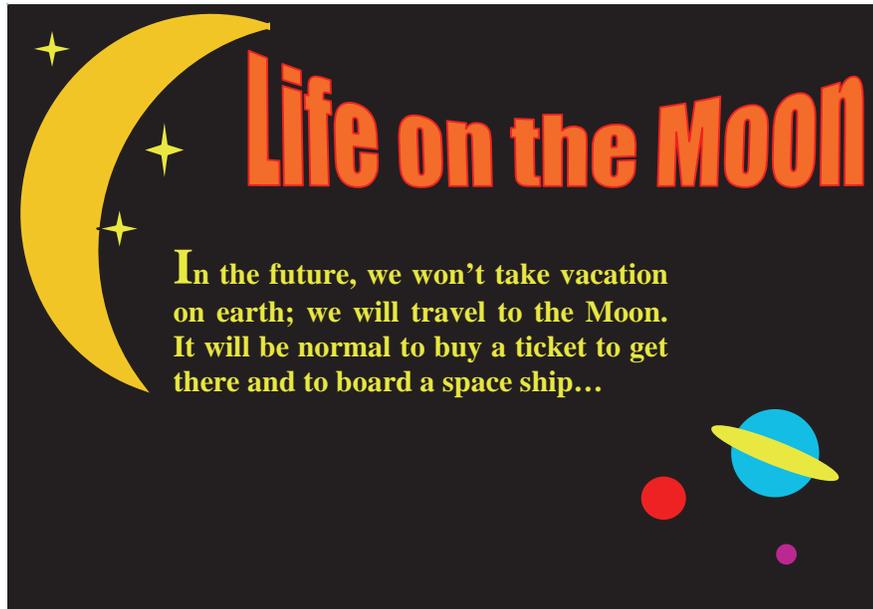
Aim: Students will create a poster with the article about life in the future.

Project: Life in the Future. Part four

Publishing your article.

1. Write your article in the kind of paper you have chosen and illustrate it.

2. Glue the photo or drawing of your subject.



Life in the future.

In the 2080 we will live in the space. There will be space ships to where people will live. There won't be cars. There will be small spaces ships to go to the supermarket in Jupiter or Saturn.



4. Share your articles. Read it aloud to your classmates. Hang your article on the bulletin board.

5. Discuss with your partners about the articles.

For the next class you will need construction paper, scissors, glue, felt pen.

Lesson 114

Aim: Students will suggest some measures to take care of the environment.

Take care of the environment



Read

1. Get in small groups and discuss about your community and the main problems that affect the environment.
2. Write some ideas to take care of the environment and show them to your teacher in order to check them.
3. Write a description of your community and the problems and solutions that you identified. Illustrate your text.
4. You can make a mural newspaper or you can put your posters around your community in order to share your ideas with other people.

Example:

Problem: There is a lot of garbage accumulated next to the market. It smells bad and causes flies.

Solution: Ask to the manager of the market to relocate the trash cans.



Lesson 115

Aim: Students will write a life plan for the near future.

Mini Check



Read

1. Underline the activities that you are going to do next vacation.

go to high school
celebrate a birthday

take an English course
go to the beach

get a job
study for exams



2. Read the conversation.

Alma: What are you going to do after finish secondary school?

Vicente: I'm going to go to high school.

Rosaura: I'm going to go to high school, too. Also I'm going to take an English course.

Carlos: I'm going to get a job. I'm going to help my parents and I'm not going to study more. Maybe next year I will go to high school.

Mireya: Well, I'm going to get married.

Alma, Vicente, Carlos, Rosaura: What?

Mireya: I'm going to get married.

Vicente: Really? You're so young. Have you thought about it very well?

Mireya: Yes, I have. I'm sure.

Alma: Well, I wish you good luck. But, you shouldn't do it.

Mireya: What about you Alma? What are you going to do after finish secondary school?

Alma: **First**, I'm going to work as a nanny. I love children. I would like to become a teacher. **Then**, I'm going to go to high school.



Write

3. Answer the question.

a) What is Alma going to do after finishing secondary school?

b) What is Mireya going to do after finishing secondary school?

c) What's your opinion about Mireya's decision?

d) Is Carlos going to go to high school after finishing secondary school?

e) What is Rosaura going to do after finishing secondary school?



Think

4. Answer the question.

The words in **bold** in the dialogue in exercise 2 are _____

a) Wh-question words

b) Frequency words

c) Sequence words

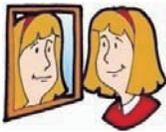


Write

5. Write your plans for the following times.

Plans		
Next weekend	Next month	After finish secondary School

6. Write a text about you and your plans after finish secondary school. Include your name, age, address, date of birth, place of birth, likes, etc. and put your photograph.



Check your progress

Match the columns.

- A) What are you going to do after finish secondary school? _____
- B) Where are you going to study after finish secondary school? _____
- C) Are you going to get a job after finish secondary school? _____
- a) At a high school.
- b) No, I'm not.
- c) I'm going to study at high school.

Lesson 116

Aim: Students will write a life plan for the distant future.

Mini Check



Read

1. Match the pictures with the corresponding words and write **a / an**.

architect carpenter teacher doctor actress
ecologist nutritionist pilot mechanic baker

Example:



an astronaut



a policeman



2. Read the conversation.

Sandra: Hi! I want to invite you to my wedding. It will be next December.

Mario and Karla: Thank you. We will be there.

Sandra: What are your plans for the future? Will you get married soon?

Karla: We don't think **because** we want to finish our career. I will become a dentist.

Mario: She's right. Now I'm studying to be a teacher. I will work at a secondary school.

Sandra: That sounds great. Well, I will have two children. My husband and I will have our own business.

Karla: Congratulations.



Write

3. Answer the questions.

- a) Who will get married next December? _____
 - b) Will Karla and Mario get married soon? _____
 - c) What are Karla's future plans? _____
 - d) What are Mario's future plans? _____
 - e) What are your future plans? _____
-



Think

4. Underline the option that completes the sentence.

The word in **bold** in the conversation indicates _____

- a) addition
- b) cause
- c) contrast



Write

5. Answer the questions with your information.

- a) Will you get married next year? _____
- b) Will you go to the university? _____
- c) Will you study a career? _____
- d) What would you like to become? _____
- e) Why have you chosen that career? _____
- f) Will you travel to other city in the future? _____
- g) Will you travel to other country in the future? _____

6. Write about how your community will be like in the future.

After	Before



Check your progress

Match the columns.

- A) This word indicates addition. _____
- B) This word indicates cause. _____
- C) This word indicates contrast. _____

- a) but
- b) and
- c) because

Lesson 117

Aim: Students will show some works made along the English course.

English exhibition



Read

1. During this school year you have created many pieces work using your imagination, ideas, materials, etc. This is the moment to show them to your parents, teachers and other classmates. You can exhibit the work you did for the projects of each unit.
2. Make a big poster with a welcome message and put it in the entrance of the classroom.

**WELCOME TO OTHER WORLD
ENGLISH EXHIBITION**

3. Make some personal invitations to your English exhibition and write a general one to the people you want invite.

Personal invitation

To: the Principal

From: group 3^oG

Come to our English exhibition. It will be on July 7th at ten o'clock in the morning. You will read interesting articles about different relevant topics. You will see creativity of the students. You will smell and taste delicious dishes. You won't be bore.



4. Suggestion of activities for the English exhibition:
 - ☆ Explanation about life in the future.
 - ☆ Preparing a dish following the instructions and using real ingredients.
 - ☆ Telling a tale or story.
 - ☆ Presenting a scene in a restaurant ordering food and drink.
 - ☆ Description of a touristic place.
 - ☆ Explanation about activities to take care of the environment.

Lesson 118

Aim: Students will solve exercises using the knowledge acquired along this unit.

Review



Read

1. Look at the pictures and answer the question.

What is Brenda celebrating?

How old is Brenda now?



2. Read the conversation.

Paulina: What are you going to do next weekend?

Elisa: On Sunday I'm going to visit a museum and the zoo with my boyfriend.

Linda: I'm going to clean my bedroom in the morning. In afternoon I'm going to visit my grandparents.

Paulina: What about Sunday? I'm going to celebrate my 18th birthday. I'm going to have a big party.

Elisa: Oh! That's true. Well, I don't have anything to do on Sunday. What about you, Linda?

Linda: Well, I have a date with the dentist but I'm going to cancel it.

Paulina: Perfect! I'm going to invite many friends. What about you? What will you do to celebrate your 18th birthday? When will it be?

Linda: I will celebrate it next year. I think I won't have a big party. I prefer a trip. I think I will visit the south of the Mexican Republic. I have to save money.



3. Write True or False.

- a) Elisa is going to celebrate her 18th birthday next Sunday. _____
- b) Linda won't have a party to celebrate her 18th birthday. _____
- c) She prefers a trip to the south of the Mexican Republic. _____
- d) Linda will celebrate her 18th birthday next month. _____
- e) Paulina is going to have a big party next Sunday. _____

4. Work in small groups to ask and answer the following question.

a) What is more expensive, a trip or a party?

b) What do you prefer, a trip or a party?

c) Why? _____

d) When will you celebrate your 18th birthday? _____

5. Imagine all of you will celebrate your 18th birthday the next year. How will you celebrate it? Write a plan.

Example:

A big party

We will celebrate our 18th birthday in the forest. We will go to camp. We will invite many friends. There will be food, drink and a delicious chocolate cake. We will take a CD player because we like dancing. We will...

6. Design an invitation to your 18th birthday party. Include a dish or a drink that you will offer in your party.

Example:

Come to our party!

It will be on August 15th at Sandy's house: 47 Cedro Street, downtown. At 3 p.m.

There will be

Music 🎵 🎶 🎷

- ★ Rock
- ★ Pop
- ★ Banda

Drinks 🍷 🍹 🍸

- ★ Milkshake
- ★ Soda
- ★ Orange water
- ★ Lemonade

Food 🍷 🍷

- ★ Hotdogs
- ★ Pizza
- ★ Tacos
- ★ Cake



RED SWEET CREAM

Ingredients:

- 3 apples
- 6 strawberries
- 1 liter milk
- 1 cup of water
- Vanilla
- $\frac{1}{2}$ cup sugar



Procedure:

First, cut the apples and strawberries in small pieces. Then, put them into a blender with the liter of milk and the cup of water. After that, add sugar and vanilla. Next, mix all the ingredients for 40 seconds. Finally, pour into a glass and serve.

BRING SOME MUSIC!

Lesson 119

Aim: Students will do exercises using the knowledge acquired throughout this unit.

Review



Read

1. Find the following adjectives in the search word.

big	clean
interesting	pleasant
tourist	colonial
modern	polluted
small	old
dirty	bored

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

2. Read the text and underline the adjectives and cognates that you find, use a different color

Hello! I'm Francisca. I want to tell you about my town. My town is big and very interesting. It is clean, pleasant and touristic. There is a big forest where you can do many activities like going to camp. Also, you can ride horses or fish in the lake. You can get there by bus or by car. You can stay in a small hotel or in a cabin. The weather is warm and sunny. In winter it is very cold and sometimes it is snowy. In the town there is a big market and some stores where you can buy handicrafts or souvenirs. I think my town will be a very big city in 20 years time.

3. Write True or False.

- | | |
|--|-------|
| a) Francisca's town is modern and polluted. | _____ |
| b) There's a forest where you can go to camp. | _____ |
| c) The weather is cold and snowy all the time. | _____ |
| d) In the town there isn't a market. | _____ |
| e) Francisca thinks her town will be a big city in the future. | _____ |
| f) There are some hotels or cabin in the town. | _____ |

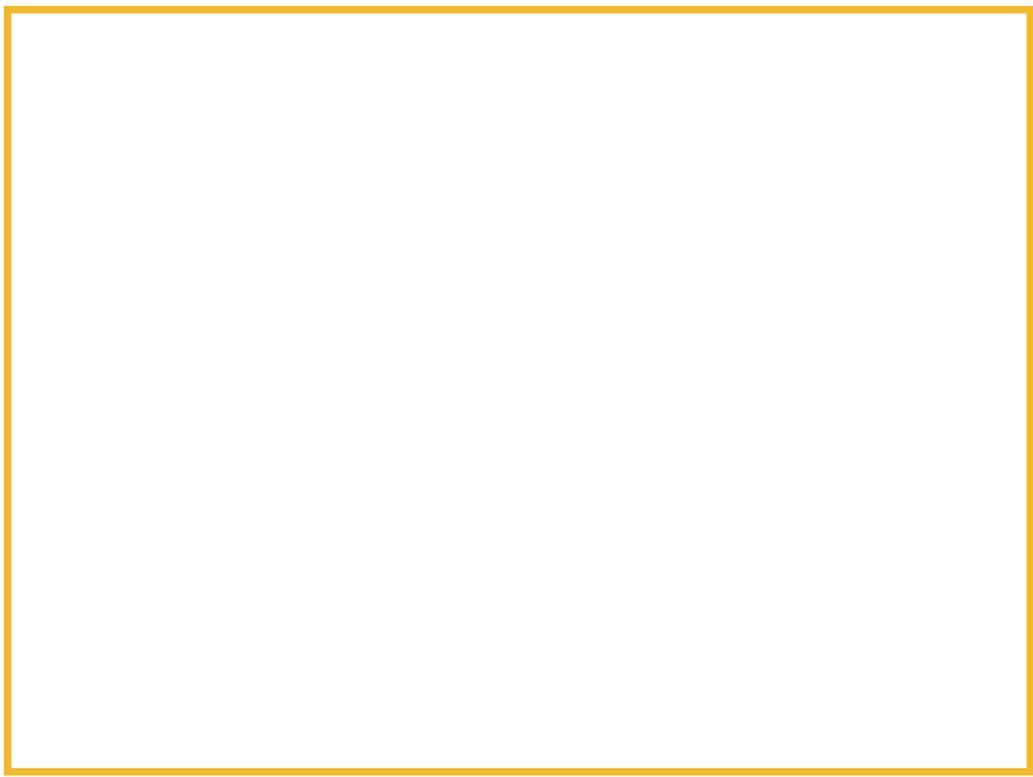
4. Answer the questions.

- a) What's the name of your town? _____
- b) Where is it? _____
- c) How can we get there? _____
- d) What's the weather like? _____
- e) Is there a forest? _____
- f) Is there a lake? _____
- g) Is there a zoo? _____
- h) Describe it. _____

- i) What activities can we do in your town? _____

- j) What places can we visit? _____

- k) Write a description of your town to persuade people to visit it and illustrate it.



5. Read the text and underline the future tense.

I think my town will be a very big city in 20 years time. It will be more tourists because of the ecotourism. There will be a big zoo and an ecological reserve. There will be a museum, a hospital, libraries, book stores, parks, etc. There won't be poor people. There will be many schools. Also, there will be more jobs; there will be factories or companies where people will work. There will be big supermarkets. There will be more methods of transport. I think my town will be better.

6. Write a text about how your town will be in the future and illustrate it.



Lesson 120

Aim: Students will do exercises using the knowledge acquired throughout this unit.

Review



Read

1. Answer the questions.

a) What did you learn about English in these three years of school?

b) Do you think that the knowledge acquired in the subject of English will be useful in your life? Why?

2. Answer the following questions.

a) Who was the father of the Mexican Independence?

b) Who was the conqueror of Mexico?

c) Who was the last Aztec emperor?

d) Who were the founders of Tenochtitlan?

e) Who was Tlaloc?

f) Who wrote Romeo and Juliet?

3. Complete the verb table.

Verb in Spanish	Verb in English	Verb in past tense
aplaudir		
abrazar		
cocinar		
caminar		
dormir		
estudiar		
gritar		
lavar		
morir		

4. Match the warnings with the picture.

- a) Poison! Don't drink
- b) Danger! Don't touch with wet hands
- c) Don't feed the animals
- d) Don't smoke
- e) Be careful! African bees in this area!
- f) Don't light fires













5. Order the sentences to write a dialogue.

Waitress! I'll have an apple pie. What would you like to drink?
Are you ready to order? I'd like lemonade, please. And for dessert?
Yes, please. I'll have the roast chicken and a Caesar salad.

Customer: _____

Waitress: _____

Customer: _____

Waitress: _____

Customer: _____

Waitress: _____

Customer: _____

6. Find twenty items of food and drink in the search word.

FRUIT SALAD	PIZZA	TEA	VEGETABLE SOUP	JUICE
ICE CREAM	COFFEE	CAPUCCINO	MIXED SALAD	FISH
SALMON	STEAK	SPAGHETTI	LEMONADE	SODA
CHEESE CAKE	APPLE PIE	MEATBALLS	CHERRY PIE	PORK

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

Answer key

Lesson 103

Mini Check

Page 354

3.

- a) True
- b) False
- c) False
- d) False
- e) False

Page 354

4.

I'll is the contraction of I will
won't is the same that will not

Page 354

5.

- a) Mary will travel to France next year to take a French course.
- b) Jorge is going to travel to Sonora tomorrow morning.
- c) Susana and Luis will go to China next August.
- d) Alberto will buy a new car in 2009.
- e) In 2020, I will live in a big house in Cancun.
- f) On Wednesday I am going to present a math exam.

Lesson 115

Mini Check

Page 383

3.

- a) She's going to work as a nanny and going to high school.
- b) She's going to get married.
- d) No, he isn't.
- e) She's going to go to high school and take and English course.

Page 383

4.

- c) Sequence words

Lesson 116
Mini Check

Page 386

3.

- a) Sandra will
- b) No, they won't.
- c) She will become a dentist.
- d) He will become a teacher and work at a secondary school.

Page 386

4.

The word in **bold** in the conversation indicates b) cause

Lesson 118
Review

Page 390

3.

- a) False
- b) True
- c) True
- d) False
- e) True

Lesson 119
Review

Page 392

1.

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

Page 392

2.

Hello! I'm Francisca. I want to tell you about my town. My town is **big** and very **interesting**. It is **clean**, **pleasant** and **touristic**. There is a big forest where you can do many **activities** like going to camp. Also, you can ride horses or fish in the lake. You can get there by bus or by car. You can stay in a **small hotel** or in a cabin. The weather is **warm** and **sunny**. In winter it is very **cold** and sometimes it is **snowy**. In the town there is a **big** market and some stores where you can buy handicrafts or souvenirs. I think my town will be a very big city in 20 years time.

Page 392

3.

- a) False
- b) True
- c) False
- d) False
- e) True
- f) True

Page 394

5.

I think my town **will be** a very big city in 20 years time. It **will be** more touristic because of the ecotourism. **There will be** a big zoo and an ecological reserve. **There will be** a museum, a hospital, libraries, book stores, parks, etc. **there won't be** poor people. **There will be** many schools. Also, **there will be** more jobs; **there will be** factories or companies where people will work. **There will be** big supermarkets. **There will be** more methods of transport. I think my town **will be** better.

Lesson 120

Review

Page 395

2.

- a) Miguel Hidalgo was.
- b) Hernan Cortes was.
- c) Cuahutemos was.
- d) The Aztecs were.
- e) The rain god.
- f) William Shakespeare.

3.

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

4.

c, f, a

d, e, b

5.

Customer: Waitress!

Waitress: Are you ready to order?

Customer: Yes, please. I'll have the roast chicken and a Caesar salad.

Waitress: What would you like to drink?

Customer: I'd like lemonade, please.

Waitress: And for dessert?

Customer: I'll have an apple pie.

6.

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



Check your progress

Lesson 97

Page 338

- a) teacher
- b) doctor
- c) engineer
- d) secretary
- e) carpenter

Lesson 98

Page 341

- a) He will be an engineer.
- b) They will go to high school.
- c) She will travel to Spain next year.
- d) We will get married next December.

Lesson 99

Page 344

- a) I won't travel by airplane. I will travel by bus.
- b) Susana won't be an engineer. She will be an architect.
- c) My friends won't go to Japan next month. They will go next year.
- d) My parents won't buy a new car. They will buy a new house.

Lesson 100

Page 346

- a) C
- b) D
- c) A
- d) B

Lesson 101

Page 349

- a) C
- b) D
- c) E
- d) A
- e) F
- f) B

Lesson 102

Page 352

- a) She is going to study for exams.
- b) We will travel to China next week.
- c) He won't participate in the Olympic Games.
- d) They aren't going to visit the beach next Saturday.

Lesson 103

Page 355

	Contraction		Contraction
I will	I'll	I will not	I won't
You will	You'll	You will not	You won't
He will	He'll	He will not	He won't
She will	She'll	She will not	She won't
It will	It'll	It will not	It won't
They will	They'll	They will not	They won't
We will	We'll	We will not	We won't

Lesson 104

Page 359

- a) It will be rainy in Veracruz.
- b) It will be sunny and hot in Chihuahua.
- c) It will be very hot in summer.
- d) It will be hot in the south.

Lesson 105

Page 363

- a) There won't be low temperatures in 2025.
- b) There won't be more pollution in 2025.
- c) There won't be houses in Mars in the future.

Lesson 106

Page 366

- b) Trash, oil spills, sewage from human, home chemicals.

Lesson 107

Page 369

- a) People won't sweep or mop in the future.
- b) There won't be any traffic jams.
- c) People will enjoy wonderful vacation in Mars.
- d) There will be hotels in the moon.

Lesson 108

Page 372

- b) Perhaps, may be, probably

Lesson 115

Page 384

- A) c
- B) a
- C) b

Lesson 116

Page 387

A) bB) cC) a**Support materials**

Subjects	Suggested material
<p>Going to / Will</p> <p>Vocabulary</p> <p>After – después Before – antes Bullfights – corrida de toros Career – carrera (profesión) Certainty – seguridad Degree – grado Endangered species – especies en peligro de extinción Husband – marido, esposo Taxes – impuestos Traffic jams – tránsito, embotellamiento Truth – verdad Useful – útil Weather forecast – predicciones climáticas</p>	<p>Information about endangered species. Stories about life in the future. Magazines. Newspaper.</p>

Propósitos para cada sesión	
Unidad 5 La Vida en el Futuro	El propósito de esta unidad es capacitar a los estudiantes para hacer predicciones acerca de su vida en el futuro.
Lección 97	Al finalizar la sesión, los alumnos expresarán sus inquietudes y planes a futuro.
Lección 98	Al finalizar la sesión, los alumnos identificarán el uso de <i>will</i> para indicar predicciones futuras y que tiene una forma regular para todas las personas.
Lección 99	Al finalizar la sesión, los alumnos identificarán que la expresión <i>won't</i> es la forma negativa de <i>will</i> y se usa para hablar acerca de lo que no se hará en el futuro.
Lección 100	Al finalizar la sesión, los alumnos preguntarán y responderán sobre posibles eventos futuros.
Lección 101	Al finalizar la sesión, los alumnos identificarán el uso de las <i>Wh-questions words</i> para obtener información específica.
Lección 102	Al finalizar la sesión, los alumnos identificarán la diferencia entre <i>will</i> y <i>be going to</i> .
Lección 103	Al finalizar la sesión, los alumnos verificarán su progreso resolviendo ejercicios.
Lección 104	Al finalizar la sesión, los alumnos serán capaces de expresar el estado del tiempo.
Lección 105	Al finalizar la sesión, los alumnos serán capaces de preguntar y responder acerca de predicciones climáticas.
Lección 106	Al finalizar la sesión, los alumnos opinarán acerca del problema de escasez de agua en un futuro.
Lección 107	Al finalizar la sesión, los alumnos identificarán los platillos representativos de su comunidad y sus ingredientes.
Lección 108	Al finalizar la sesión, los alumnos identificarán a los principales animales en peligro de extinción.
Lección 109	Al finalizar la sesión, los alumnos expresarán decisiones para obtener beneficios para el planeta.
Lección 110	Al finalizar la sesión, los alumnos reflexionarán y expresarán ideas acerca de cómo será la vida en el futuro y las organizarán.
Lección 111	Al finalizar la sesión, los alumnos organizarán sus ideas coherentemente para redactar el borrador de un artículo.
Lección 112	Al finalizar la sesión, los alumnos revisarán su artículo y lo volverán a leer para decidir si realizarán algún cambio.
Lección 113	Al finalizar la sesión, los alumnos crearán su artículo con diferentes materiales y lo compartirán con sus compañeros de clase.
Lección 114	Al finalizar la sesión, los alumnos expondrán a la comunidad medidas para el cuidado del medio ambiente.
Lección 115	Al finalizar la sesión, los alumnos redactarán su proyecto de vida a corto plazo.
Lección 116	Al finalizar la sesión, los alumnos redactarán su proyecto de vida a largo plazo.

Lección 117	Al finalizar la sesión, los alumnos demostrarán lo aprendido exhibiendo los trabajos realizados durante el ciclo escolar. (Exposición).
Lección 118	Al finalizar la sesión, los alumnos aplicarán los conocimientos obtenidos a lo largo de la unidad para resolver diferentes ejercicios.
Lección 119	Al finalizar la sesión, los alumnos resolverán ejercicios aplicando lo aprendido en el transcurso de esta unidad.
Lección 120	Al finalizar la sesión, los alumnos verificarán su aprendizaje resolviendo ejercicios sobre el tema tratado en esta unidad.

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