

2

Dream

Big!

Student's Book

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Meet your book

Welcome to **Dream Big!**, a series where you will acquire and develop lifelong skills, attitudes, knowledge, and learning strategies as you learn, work and enjoy communicating in a different language: English.

Each session consists of the following stages:

EXPLORE where previous knowledge is activated and new concepts are presented for you to learn.

EXPERIENCE where you access and organize the information through reading or inquiry.

Facts about... interesting cultural facts accompanied by questions or tasks to encourage you to reflect on the topic.

Self-assessment: found at the end of each session and where you identify your achievements and set goals to improve knowledge and skills.

Project: where you and your teammates work on a project using what you've learned so far as you integrate all language skills.

Co-evaluation: meant to share and provide feedback to your partner to see and improve your progress.

PRACTICE where you integrate and practice the contents of what is presented.

Language tips: short, exemplified language structures to help understanding. Correlated to the Grammar Reference at the end of the book.



Meet your book

Evaluation: *Dream Big!* includes different types of evaluation.

- A diagnostic test that you solve before the start of each unit to assess your previous knowledge.
- Self-evaluation and co-evaluation, where you are the protagonist of your own learning to identify your strengths and weaknesses, and ways to improve your performance.
- There are also two exams for each unit that will allow you and your teacher to identify the aspects of the language that need more practice.

Glossary: illustrated to help understanding and expand your vocabulary.



Grammar Reference: a great and enjoyable tool found at the end of the book to understand how the language structures work in English.



Bibliography: other options to increase knowledge and improve skills.

Verb list: A useful verb list with some commonly used verbs in their base form, gerund, simple past, past participle and Spanish translation is included for your reference.



The following icons flag the different tasks and activities throughout the book. They are meant to facilitate instructions.

- Listening activity
- Reading activity
- Speaking activity
- Work in pairs
- Work in small groups
- Socioemotional activity
- Use your notebook.
- Refers to the Life project in every unit.
- These activities ask for your technical or digital skills to complete the task.
- Refers to the work you'll do on the end of unit projects.

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1 Complete using the present simple.

- a. Who _____ Peter _____ in England? (visit)
He _____ his uncle. (visit)
- b. _____ Bob _____ to school by bus? (go)
No, he doesn't. He _____ to school on foot. (go)
- c. What _____ she _____ on TV? (watch)
She _____ cartoons, but she _____ the news. (watch / not watch)
- d. _____ they _____ playing soccer? (like)
Yes, they do, but they _____ swimming. (not like)
- e. _____ you _____ to go home? (want)
No, I _____ to go home. (not want)

2 Complete the sentences with the verbs in the present progressive.

- a. Her father _____ a car.
- b. My friends _____ tennis.
- c. Jane _____ her homework right now.
- d. Lucy _____ her bike.
- e. They _____ a great movie.
- f. Tom _____ a plane at the moment.

not play
ride
drive
do
not fly
watch

3 Rewrite the sentences in the simple past.

- a. Jonas studies Math. _____
- b. My dad doesn't save money. _____
- c. Do you listen to the radio? _____
- d. Paty doesn't open the door. _____
- e. I wait for the bus. _____

4 Write the simple past form of the verbs.

- a. swim _____ c. read _____ e. run _____
- b. sell _____ d. eat _____ f. go _____

5 Rewrite the sentences using used to.

- a. She was in the swimming team. _____
- b. Did she have long hair when she was little? _____
- c. My sister didn't wear glasses. _____
- d. You weren't afraid of dogs. _____
- e. Where did you go on Sunday mornings? _____

Unit 1

Time line

Unit purpose

- Express daily routines and actions that are happening now using simple present and present progressive using affirmative, negative, and interrogative sentences.
- Describe past experiences, vacations, and events in the simple past tense using regular and irregular verbs in affirmative, negative, and interrogative sentences.
- Express habits using *used to*.

Competences

Generic

- **4.3** Identify and evaluate key ideas from a written text or oral discourse and infer conclusions.
- **4.4** Use a second language to communicate in everyday situations.
- **8.3** Take a constructive attitude when working in teams, based on personal knowledge and abilities.

Disciplinary

- **C10** Identify and interpret the main idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements, and cultural context.
- **C11** Communicate in a foreign language using a logical oral or written discourse, consistent with the communicative situation.



PROJECT

Poster about an important event
(music, sports, culture, art)

Learning outcomes

By the end of the unit, I will be able to

- talk about my family and actions
- talk about an art gallery or museum
- ask and answer questions about a music band
- use a survey to find out about movie preferences
- write a movie summary
- test my reading comprehension
- write about activities done in the past
- make a glossary

Extra help:

- | | |
|--|-----|
| • Quizzes 1 & 2 | 113 |
| • Glossary with vocabulary from the unit | 119 |
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EXPLORE

Brainstorm activities that you do every day.

EXPERIENCE

1 Read and listen to the interview. What does Jojo describe? 02

Amy: Hello and thank you for tuning in to our show, "Interview a Star". Our guest today is young pop idol JoJo. Welcome JoJo.

Jojo: Hello Amy. Thank you for inviting me.

Amy: It is always a pleasure. Are you ready to answer some of your fans' questions?

Jojo: Absolutely.

Amy: Wonderful! Let's get started. Paty, from Ohio, wants you to share your daily routine.

Jojo: Well, I am a simple person, so I enjoy a simple routine. Every morning after I wake up, I drink a cup of coffee and eat breakfast. After breakfast, I check my e-mail and my **schedule** for the day. There are some days that are very busy and others that are very slow and **boring**. Some elements of my daily routine depend on my schedule. If I don't have to do stuff during the morning, I usually work out for about an hour. Then, I take a shower and **get dressed**. I practice piano at least 4 hours every day, so if I have time before lunch, I sit down and practice. I eat lunch at 1 p.m. When my schedule is not busy during the afternoon, I see my tutor after lunch. If my afternoons are busy, then I see him during the morning. My parents want me to study and I think it is very important too. I have dinner at 6 or 7 p.m. Then I prepare for bed. I brush my teeth, put on my pajamas, and read for a while before I turn off the light and go to sleep.

Amy: Wow, you seem to be very organized. That is very nice! Ready for the next question.

Jojo: Sure!

FIGURE IT OUT

2 Read the interview again. Write down the verbs that Jojo uses to describe his daily routine.



3 Read the sentences. Circle the correct information.

I **take** a shower and get dressed.

I **check** my e-mail and my schedule for the day.

The verbs in the sentences are in the *simple present* / *present progressive*.

The *simple present* *simple* / *present progressive* is used to talk about routines, habits, or facts.

Language tip ⚡

The simple present is used to talk about routines:
I get up at 6.30.

About habits:
I eat fruits and vegetables every day.

About facts (something that is always true):
Water boils at 100 degrees.

PRACTICE ★**4 Complete the daily routine with the verbs from the box.**

do	wake up	chat	go
brush	take(x2)	eat(x2)	watch

I always _____ at 8 o'clock in the morning. I _____ a shower. Then I _____ my teeth and my hair. After that I _____ breakfast. I _____ the school bus at 9 o'clock. School _____ at 9:30 a.m. I _____ lunch at school. School _____ at 3 o'clock. I _____ my homework at 4 p.m. I _____ TV for an hour. I _____ with my sister before dinner. At 9 o'clock I _____ to bed.

5 Write your daily routine. 📅

6 Share your daily routine with a classmate. 🗣️**Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand the simple present.
- I know how to talk about my routine.

EXPLORE

Brainstorm activities that are part of a daily routine.

EXPERIENCE

1 Order the text. Then, listen to check. Finally, Circle the option that best describes what the text is about.   03

My brother's name is Aaron. This is what he does every day:

- ☐ He starts classes at 8 o'clock and ends at 3 o'clock.
- ☐ Sometimes he does some stretching exercises.
- ☐ He always wakes up at 6 o'clock in the morning.
- ☐ At night, we like to eat dinner with our parents.
- ☐ After that he takes a quick shower and gets ready for school.
- ☐ He eats breakfast.
- ☐ He likes to read a little before going to sleep and and by 10 o'clock, he says good night.
- ☐ He never takes showers at night.
- ☐ Then, he does his homework, after that, we watch TV, go to the park or play video games.
- ☐ He washes his face and brushes his teeth.
- ☐ He often goes back home and eats lunch with me, his sister.
- ☐ He takes the bus at 7:45 a.m. so he is rarely late for school.
- ☐ My brother occasionally helps my mother with the dishes.



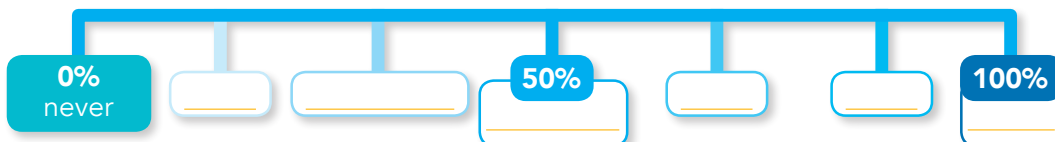
a. The text...

1. is part of a daily diary.

2. describes a daily routine.

3. is a letter to a friend.

2 Read the text again underline the words that say how often he does things. Write them down in the correct place. 



- 4** Read the text in Activity 1 again. Underline the verbs you find in the simple present.

- 6 Give your daily routine to a partner. Write your partner's daily routine using the third person.** 

- 7 Share your partner's daily routine in groups.**

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use simple present in the third person singular.
- I know how to write the daily routine of somebody else.

Language tips

If the verb ends in -ss,-x, ch, sh, or the letter -o, we add -es

dress - dresses
relax - relaxes
wash - washes
vanish - vanishes
go - goes

If the verb ends in -y, we change the -y into -i and add -es

study – studies

The verb *have* changes to *has*.

EXPLORE

Make a list of the activities you do on weekends. Share your lists with your classmates.

EXPERIENCE

1 Listen and read the text. Answer the questions. 04



I am a very particular person. I like to follow my routine. I don't like when my routine changes. Everything has to be perfect. I prepare my lunch every night, so that I don't have to buy food. Every Monday to Friday I go to school. I don't take the bus to school, I always walk. I always pay attention to my lessons. I don't want to fail and I don't like to get bad grades.

In the afternoons, I walk back to my house. Once I get to my house, the first thing I do is do my homework. I don't leave it for later because I don't want to forget. Once my homework is done, I can relax for a while. I don't watch TV unless there is a good movie on. I don't like to waste my time watching boring shows. If there aren't any good movies to watch, I like to go out. I don't waste my time at home. Sometimes I go to museums, other times I just walk or run at the park.

I don't have many friends because I don't talk to a lot of people. I have three great friends. I usually hang out with them over the weekend. We play video games or board games. We don't go to parties, and we prefer to stay home. Many people think I am strange, but I don't think I am.

a. What is the text about?

b. What does the person say about her/his routine?

c. Are there any similarities between you and the author of the text? Which ones?

FIGURE IT OUT

2 Read the sentences. Write the missing information.

I ~~don't~~ like when my routine changes.

He ~~doesn't~~ take the bus to school.

_____ and _____ are the contractions of do not and does not.

Don't and doesn't are used in the _____ form of the simple present.

Don't is for I, _____, we, _____. Doesn't is for he, _____, _____.

3 Read the text in activity 1 again. Circle the verbs in the simple present negative form.

Language tip

The present simple in its negative form is as follows:
subject + do/does + not + verb + complement

I don't wake up at 5:30 in the morning.
 She doesn't eat lunch at home.

PRACTICE

4 Complete the sentences with the correct form of the verb in the simple present.

- I _____ (go) to school from Monday to Friday.
- My sister _____ (swim) every day.
- Luis and Pablo _____ (no play) basketball.
- My brother _____ (do) his homework.
- We _____ (sing) in the school's choir every Wednesday.
- The teacher always _____ (arrive) to class on time.
- My parents _____ (work) at the hospital.
- We _____ (no play) in the soccer team.

5 Write things you don't do during weekdays.

6 Share your activities with your classmates.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use the negative form of the simple present.
- I know how to talk about things I don't do every day.

EXPLORE

Brainstorm the advantages and disadvantages of having a daily routine.

EXPERIENCE

1 Look at the text. Read the title. Discuss the following. 

What will the text be about? What type of text is it?
Who is the audience?

2 Read the text. Answer the questions. 

Daily Routines. Not for everyone?

by Sarah Lee

Daily routines are great. They are an awesome way to organize your day to day and avoid chaos. A good routine can help you be more efficient. However, daily routines might not be for everyone.

What does this mean?

There are people who find it easy to fall into a daily routine. They get up at the same time every morning, eat their breakfast, meditate, work out, and some even have spare time left every morning. While other people can barely find enough time to eat breakfast.

For whatever reason, some people cannot (or do not want to) commit to a daily routine. Some psychologists believe the reasons are emotional. People that find it hard to stick to a routine might feel like doing the same thing every day is something that limits them and destroys their freedom.

Others feel guilty when they don't stick to a routine. For others, a routine allows them to feel like they are in control of their lives.

The world is focused on productivity, and this is one of the reasons why we tend to glorify routines, but there is nothing good nor bad about having a routine or not having it. Some experts consider that the best thing to do is to be flexible. When people don't feel pressured to follow a perfect routine, they are able to manage their days better.

Some people don't need a perfect schedule in order to be productive, others need some structure in order to get things done, and some others follow perfect routines. What category do you fall into?

a. What is one of the possible reasons some people cannot commit to a daily routine? _____

b. What is one of the possible reasons people stick to a routine? _____

3 Discuss the questions in groups. 

What are some things you have to do every day so that you feel productive?

What things aren't part of your daily routine?

FIGURE IT OUT

4 Read the questions. Complete the charts.

Do you wake up at 6:00 o'clock in the morning?
Yes, I do.

Do you do your homework in the afternoon?
No, I don't.

Does your brother play tennis?
Yes, he does.

Does your mom work every day?
No, she doesn't.

What do you study?
I study literature.

Where does she study?
At Yale.

Auxiliary verb	Subject	Verb in base form	Complement / rest of the idea
			at 6:00 o'clock in the morning.
			tennis?

Question word	Auxiliary verb	Subject	Verb in base form
			study?
			study?

PRACTICE

5 Unscramble the questions.

- day play you the every guitar Do? _____
- up you get do time What? _____
- at 6:30 morning wake in the Does she up? _____
- study your Where does brother? _____
- weekdays on school you to Do go? _____

6 Ask your classmate about his/her routine.

What time...?

When do you...?

What do you do...?

Do you...?

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to ask questions in the simple present tense.

EXPLORE

In small groups, share some of your hobbies.

EXPERIENCE

1 Read and listen to the conversations. Underline the things the people like.   05

Conversation 1

- A: What's that?
 B: It's an apple.
 A: Yum! I like eating fruit.
 B: I don't really like eating fruit, but I like to eat fruit because the doctor told me it is important for my health.
 A: You are right.

Conversation 2

- A: Do you like swimming?
 B: I like swimming.
 C: I don't like swimming.
 D: I like to swim when the weather is hot.
 A: I love swimming!

Conversation 3

- A: I like drinking tea.
 B: I dislike tea.
 A: I like to drink tea every day after lunch.



FIGURE IT OUT

2 Read the conversation. Complete the statements.

- A: I like eating fruit.
 B: I don't really **like eating** lots of fruit, but I **like to eat** some apples because the doctor told me it is important for my health.
 A: I love swimming, what about you?
 B: I like swimming, but I love skating!

With the verbs like, love, don't like, don't love we add _____ to the action verb. We can also use the _____ of the action verb after like, don't like, love and don't love.

- 3 In groups, ask and answer the questions. Write your classmates' answers in your notebooks. 🧑🧑🧑

Do you like listening to music?

Do you like to listen to rock music?

Do you like to listen to pop music?

Do you like to listen to rap music?

- 4 See how many members of your group like each music genre. Share with the class. 🗨️

PRACTICE★

- 5 Make a survey to find out your classmates' movies preferences. Add more questions. 🧑🧑🧑

Question	Student			
	1	2	3	4
Do you like watching movies?				
Do you like to watch romance movies?				
Do you like to watch scary movies?				
Do you like to watch adventure movies?				

- 6 Get together with another group and share your results. Create a graph in poster paper to show your classmates' preferences. 🗨️ 🧑🧑🧑
- 7 Share your results with the class. See what the most popular movies are in your class. 🗨️ 🧑🧑🧑

Language tip ⚡

I like sleeping 8 hours every night.
I like to sleep 8 hours every night.
Both are correct sentences.

The difference in meaning is as follows:

I like sleeping 8 hours every night, means that I enjoy sleeping those 8 hours, when I sleep, I feel good. It is an activity I like.

I like to sleep 8 hours every night, means that I think it is good to sleep for eight hours, I know that it is good for me to sleep a certain amount of time, so that is what I try to do.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to ask my classmates' about their likes and dislikes.

EXPLORE

What do you celebrate?

EXPERIENCE

1 Read and complete the text as you listen. Answer the questions.



One of the best days of my life **was** last year. It **was** my grandmother's 100th birthday, so my family organized a huge party. Everyone **was** there, my parents, my **siblings**, my aunts and uncles, and all my cousins. I _____ happy because everyone lives in different cities now and we don't always get to see each other.

The party **was** a success. There _____ many different things to eat, tacos, pozole, tostadas, tamales, chilaquiles and of course, there **was** cake. The party lasted for a long time. We had breakfast, lunch, and dinner at the party. There _____ **live music** and my uncle hired a mariachi band to sing "Las Mañanitas". My uncles, aunts, and cousins who **weren't** embarrassed, sang along.

There **were** different activities for the younger family members. There _____ time to be bored. One of my aunts is a painter, she organized an art workshop where children painted beautiful pictures for my grandmother. They even put the best ones in special **frames**!

Since there _____ several children, there **was** also a piñata. It was a beautiful piñata that one of my uncles made himself—I am convinced piñata-making is an art. Everyone had a great time, and even my grandmother hit the piñata.

She **was** the happiest person in the party. She told us that the best gift _____ seeing her family together. We **were** glad she enjoyed it.



Facts about...

There are many cultures around the world that do not celebrate birthdays. This may happen for many reasons, for example, some cultures do not follow a calendar while others don't consider birthdays important, and sometimes people may not even know their year of birth.

a. What was the celebration for?

b. Who was at the party?

c. What were some of the activities for the younger family members?

FIGURE IT OUT

- 2 Read the sentences. Circle the word that best completes the sentences.**

There **were** many different things to eat.

They **weren't** embarrassed.

There **was** cake.

There **wasn't** time to be bored.

- Was/were are the past simple form of **have / has / verb to be**.
- Wasn't is the **affirmative / negative** form for **singular / plural** subjects or nouns. Weren't is the negative form for **singular / plural** subjects or nouns.

- 3 Complete with the simple past verb to be.**

I **was** in the soccer team last year.

We _____ very good friends in Primary school.

You **were** late for school yesterday.

He/She/It _____ very happy at the party yesterday.

They _____ actors in the movie I saw last night.

You _____ at the restaurant last Sunday.

- 4 Complete the sentences with was/were/wasn't/weren't.**

- My brother _____ sick last week.
- There _____ many students at the exam. A lot of them, were in the cafeteria.
- I _____ sad. I was mad.
- There _____ many pyramids in Mexico before the Conquest.
- Lucy _____ the best student in class. She always got an A+ on the tests.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use was and were.

EXPLORE

Do you think people in different time periods experience life differently? Why?

EXPERIENCE

- 1 Listen and read the text. What question would you ask about the past? Write it down. 07

It was different in the past

We experience our present very fast. Everything is constantly changing. Things invented today may be obsolete in two to ten years. This is why it comes as no surprise that the world and life were so different 100 years ago. Here we answer some questions about the past we received.

Were houses different?

Houses were different. For example, a bathroom wasn't something you could find inside a house.

What were some of the appliances you couldn't find in a house 100 years ago?

100 years ago there were no refrigerators or microwaves in houses.

Was the car a common means of transport?

Not until 1908. Car ownership wasn't common until Model T was invented. Cars were very expensive. Model T was affordable, so many people started learning how to drive and buying that car. Unlike today, there weren't any other car options to choose from.

When were horses and carriages replaced by cars?

It depends on the country. In the United States, it wasn't until around 50 years after the invention of the car. This is mainly because horses and carriages (also called buggies) were more useful in rural areas.

**Was art different in the past?**

Yes, art was different in the past. As a matter of fact, art is constantly changing. Art is related to the era when it is created. The materials, colors, and symbolism that were important during a certain period of time are reflected in the different art pieces from each era. Art is also a way to learn about the culture that made it.

Wasn't life boring in the past?

Well, being bored is subjective. People were probably bored at different points in their lives just like people nowadays can get bored.



My question: _____

- 2 Share your question in small groups. Discuss and determine how you could answer your questions. 08

FIGURE IT OUT

3 Read the questions. Complete the charts.

Was the radio different?
Yes, it was. /No it wasn't.

Were schools different?
Yes, they were. /No, they weren't.

What was Mexico City like?
It was smaller. There weren't big buildings.

What were some of the appliances you couldn't
find in a house 100 years ago?

100 years ago there were no refrigerators or
microwaves in houses.

Yes/No questions		
Past tense-Be	Subject	Short answers
	the city big?	Yes, ____ was. No, it wasn't.
	houses big?	Yes, _____ were. No, they _____

Wh- questions	Past tense Be	Subject
What		the city like?
When		you born?
Where		your brothers last Sunday?

4 Compare your charts with a classmate. Correct any mistakes.

PRACTICE

5 Order the words to make questions.

- the / Was / weather/ warm? _____
- cars / very/ Were / expensive? _____
- were / Where / students /the? _____
- What / like / was / country / the? _____
- the / Where / children / were? _____

6 In your notebooks, write some questions to find out about a classmate when he/she was younger.

7 Take turns to ask and answer your questions.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to ask yes/no questions with was and were.
- I understand how to ask Wh- questions with was and were.

EXPLORE

Do you like to learn about other countries? Have you been to other countries? Which ones? Which countries would you like to visit?

EXPERIENCE

1 Read and listen to the conversation. Answer the questions.   08

Mark: Did you talk to Ruby?

Lua: Yes, I did. She called me last night.

Mark: Where is she?

Lua: She is visiting Russia.

Mark: Is she staying at a hotel?

Lua: No, she isn't staying at a hotel, she is staying at a hostel.

Mark: Great! What is she doing today?

Lua: She is visiting the State Hermitage Museum.

Mark: Oh, so she is practicing her Russian.

Lua: Yes. You know she is studying a lot because she wants to go to university there. I know she usually reads about the places she is visiting before she gets there.

Mark: That is a good strategy.

Lua: She is coming back on the 27th. I want us to have a coffee so she can share her adventures.

Mark: That sounds exciting. Count me in!

Facts about...

The State Hermitage Museum is located in Saint Petersburg. It was built in the XVIII century. First, it was a private gallery. After the Russian Revolution in 1917, it became public property. Its collection includes more than three million items. The museum is well-known for its big collection of paintings.

a. Where is Ruby?

b. What is Ruby visiting today?

c. Does Ruby speak Russian?

FIGURE IT OUT

2 Read the sentences and answer the questions.

I listen to music every day.

We are listening to classic music now.

Henry likes the Russian culture.

He is watching a video about Russia, now.

Alice feels sick.

She isn't going to school today.

What is the difference between the sentences on the left and the sentences on the right?

When do we use simple present sentences?

When do we use the present progressive tense in a sentence?

3 Complete the sentences using the present progressive or the simple present.

- Sandy _____ (not listen) to music in this moment.
- The children _____ (play) in the playground every day.
- My parents _____ (work) now.
- The teacher _____ (not write) on the board.
- We _____ (study) now.

Language tips

Use the present progressive tense to talk about actions that are happening at the moment of speaking.
The students **are** playing soccer now.

In the negative form, we use the word **not**.
Maura is **not** (isn't) working now.
The workers are **not** (aren't) working now

PRACTICE

4 Observe your classmates. Write what they are and they are not doing.

5 Exchange your information with your classmates.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand when to use the present progressive tense.
- I know how to express ideas using the present progressive tense.

EXPLORE

What type of work would you like to do?

EXPERIENCE

1 Read and listen to the conversation. Answer the questions.  09

Pablo: Hi Liam! It's been a long time.

Liam: Hi Pablo. I know. Last time we saw each other you wanted to be an artist.

Pablo: Right! Well, I'm not studying art anymore.

Liam: What are you studying?

Pablo: I am studying a major in **design**.

Liam: Well, that is kind of artsy, right?

Pablo: It is in a way. What are you doing nowadays?

Liam: I am working full time.

Pablo: Really? Are you still working with Tina's dad?

Liam: No, I'm not working with him anymore.

Pablo: Why?

Liam: He isn't hiring young people at the moment.

Pablo: Where are you working then?

Liam: I'm working at a big department store.

Pablo: That's nice, are you busy right now?

Liam: No, I'm not busy now, actually it's my day off.

Pablo: Let's go for coffee!

Liam: Good idea.

Pablo: Yeah, this way we can talk about our past adventures and future plans.



a. What is the relationship between Liam and Pablo?

1. family 2. friends 3. coworkers

b. What are they talking about?

1. about things they were doing in the past
2. about the things they want to do in the future
3. about the things they are doing nowadays

c. Why are they going for coffee?

EXPLORE

What do you think the importance of museums is? Do you think art galleries are as important as museums? Why?

EXPERIENCE

1 Read and listen to the conversation. Then, discuss the questions in small groups. 10



Facts about...

The British Museum is located in London, United Kingdom. It is one of the world's largest and most important museums of human history, art, and culture. It has a collection of approximately 8 million objects. The entrance to the museum is free, although a £5 donation is recommended. When there are special exhibitions, they might charge the admission to those.

- A:** Are you enjoying your stay in London?
B: Yes, I am enjoying it very much. Thanks.
A: Do you like visiting museums?
B: Yes, I do. As a matter of fact, I am visiting a museum later today.
A: What museum are you visiting?
B: I am visiting the British Museum. Amy is coming with me. Do you want to come with us?
A: Oh, wow. Sounds interesting. What do you usually do when visiting a museum?
B: I usually listen to the tour guide. If I can, I also like reading all the available information and sometimes I even take notes.
A: At what time are you leaving for the museum?
B: I am meeting Amy at 4 o'clock at that small café near the hotel.
A: Ok, I have to run some errands, but I'll call you at 3 o'clock and let you know if I can make it.
B: Great!

- Where are the people having the conversation?
- What are they talking about?
- Do they make plans for the future? What are the plans?
- Have you made similar plans?

FIGURE IT OUT

2 Read the sentences. Write the missing information.

- a. I am visiting a museum later today.
b. I am reading a book at this moment.

Sentence a talks about _____ plans. Sentence b talks about an action that is happening at the moment of speaking.

3 Read the sentences. Write F for future plans or P for present actions.

- a. I can't go now. I am having lunch with my mom. _____
b. We are visiting the north of the country in December. _____
c. My parents are coming back today. _____
d. James is working as an English teacher. _____
e. Mary can't answer the phone right now. She is sleeping. _____

Fast Facts

Time expressions may help you understand when the present progressive is used to talk about future plans.

Some of the expressions are: *tomorrow, next week, next month, later, etc.*

PRACTICE

4 In pairs, write a conversation to talk about visiting an art gallery or a museum.

5 Role-play your conversation in front of the class.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use the present progressive for future plans.
- I know how to write a conversation using the present progressive tense.

EXPLORE

Share the famous people you admire.

EXPERIENCE

1 Read and listen to the conversation. Circle T for True and F for False. 11

Paul: Who is your favorite singer?

Silvia: That's hard to answer. My favorite singer of all time is pop singer Marcus, but right now I'm listening to Lia and I think she is an amazing singer too.

Paul: Oh yes, Lia is pretty good. Her music isn't my favorite genre, but I still think she is very talented. Did you hear that she is acting now?

Silvia: Really? I didn't know.

Paul: Yes, apparently it's an action movie and her co-star is a new actor named Philip Jones.

Silvia: Never heard of him. So do you follow a lot of famous people?

Paul: Well, not a lot, but I do like to know about singers, actors, and some athletes.

Silvia: Oh speaking of athletes, did you see Dominique Miller's last gymnastics routine?

Paul: No, was it amazing?

Silvia: Yes! They are repeating the broadcast this afternoon. You should watch her.

Paul: Thanks for sharing this information with me. Dominique Miller is very talented and she is very young, too! She is 14 years old, but she started doing gymnastics when she was four.

Silvia: I know! I am **rooting for** her. I hope she gets to go to the Olympics and wins many medals.

a. Silvia's favorite singer is Marcus. _____

b. Marcus is an actor. _____

c. Paul only follows actors. _____

d. Miller is a gymnast. _____

e. Miller is four years old. _____

2 Read an excerpt of the conversation. Discuss the differences between the phrases in bold.

My favorite singer of all time is pop singer Marcus, but right now I'm listening to Lia.

3 Underline two sentences in the simple present and circle two in present progressive in the conversation.

FIGURE IT OUT

4 Read the sentences. Circle the correct words.

Dominique Miller is very **talented** and she is very **young**, too!

I'm listening to Lia and I think she is an **amazing** singer too.

The words in bold are *adverbs / adjectives*. These words describe the qualities or states of being of *nouns / verbs*.

5 Put the words in the correct column.

Appearance	Personality

6 Add more adjectives in the chart.

7 Compare your adjectives with your classmates. Add more adjectives to your chart.

beautiful
fiendly
pretty
intelligent
handsome
honest
tall
optimist
short
introvert
chubby
sociable
skinny
sensitive

PRACTICE

8 You are going to make a poster of famous people. Follow the instructions.

- In your notebooks, make a list of famous people you like or admire.
- Select some of the famous people from your list.
- Use the Internet to research about your chosen famous people. Make notes.
- Get pictures of the famous people you selected. Make a poster.
- Organize your notes and ideas to write information that you will use for your presentation.
- Present your poster and information to the class.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to look for information and extract the most important ideas.
- I know how to talk about a famous person I admire.

EXPLORE

Where do you look for a job? How do you apply for a job?

EXPERIENCE

1 Read the text. Choose the right option to answer the questions. 

MAIL Write a new email | www.email.co

← → ↺ https://emails.com/writeanemail/

New message

From: Susan <susanmichaels@emails.com>
To: John <johnmichaels@emails.com>
Subject: News from Portland

Dear dad,

I hope you and mom are doing well. I am writing to share some exciting news. I got a new job! Let me tell you all about it. Last week, I saw an advertisement for a salesperson on the Internet, and I decided to apply for the job. I sent an email to the email address on the advertisement and they sent me an application form. I filled it in and sent it back the same day. Two days later,

I received a phone call. It was the manager of the department store. She invited me for an interview. I bought some new clothes and shoes before the interview because I wanted to look good for the interview. I felt very nervous on the day of the interview. When I got there, the manager was very nice. She asked me some questions about the jobs I had before, and she also asked me about my motivations for applying to this job. After the questions, she showed me around the department store. She introduced me to the staff, too. After the tour, she invited me back into her office and offered me the job. She told me I can start next Monday. I am very excited. Hope to hear from you soon.

Love,
Susan

Facts about...

When you go to a job interview, it is important that you make a good impression. You should wear an appropriate outfit. Consider the place where you are going to do the interview so that you are not overdressed or undressed.

a. Who is emailing whom?

1. Dad is emailing Susan

2. Susan is emailing Dad

3. Susan is emailing her manager

b. What is the topic of the mail?

1. a future job interview

2. a new job

3. a new career

c. Where is the new job at?

1. a grocery store

2. a mechanic's shop

3. a department store

FIGURE IT OUT

2 Read the sentences. Write the missing information. Use words or phrases from the box.

simple present • simple past
happened in the past • happen all the time

I got a new job!

Last week, I saw an advertisement for a salesperson on the Internet, and I decided to apply for the job.

The sentences are in the _____. They express ideas that _____.

3 Read the e-mail again. Underline the verbs in the simple past.

4 Put the verbs in the correct column.

Regular verbs	Irregular verbs

PRACTICE★

5 Write the verbs in the simple past.

- Sam _____ (invite) me to the cinema.
- I _____ (see) my friends last night.
- My dad _____ (buy) a new tie.
- The teacher _____ (tell) us to study hard for the exam.
- I _____ (feel) sad when you left.

6 Write about your activities last weekend.

7 Share your information with a classmate.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to talk about actions that happened in the past.

Language tip ⚡

We use the simple past tense to talk about completed actions in the past.

In English, there are *regular verbs* and *irregular verbs*.

Regular verbs are formed adding *-ed*.

Irregular verbs don't follow one of the typical patterns.

Time expressions

in the past are:

Last week / month/ year.

Three days / three months / three years ago.

Yesterday

EXPLORE

Do you have any bad travel experiences? Share them with the class.

EXPERIENCE

1 Look at the picture. Discuss what the text will be about. 🗺️ 💬

Saul's Vacation ✈️

Saul was very excited about his vacation. He planned this vacation for months. Unfortunately, not everything was as nice as he expected when he first planned his vacation. It all started on the day of his flight. He woke up early and got ready quickly, he didn't want to leave with an empty stomach, so he ate some breakfast before he left for the airport. He caught a taxi to the airport with enough time to spare.

At the airport, he didn't know where to go. He had to look for a security guard so that he could point him in the right direction. Then he headed to the counter to check-in his luggage. The lady working for the airline asked Saul for his passport. He opened his briefcase and started looking for his passport. He became very upset. He didn't have his passport.

He didn't put it in his bag. He forgot to take it from the bedside table. Saul had to take his luggage again and take another taxi to return to his house.

He got to his house quickly and he asked the taxi driver to wait for him. He didn't think he could make it in time if the taxi left. He ran upstairs to his bedroom and found his passport on the bedside

table. He then rushed out of the house to get on the taxi, but he didn't see the taxi outside. The taxi didn't take his luggage, the driver left it on the sidewalk. Saul ran down the street and looked for another taxi.

Saul found another taxi and asked the driver to take him to the airport as quickly as possible. The driver did his best, but there was too much traffic. Saul didn't get there on time. By the time he got to the counter to check-in his luggage, the plane had already left. The airline was very helpful and booked him a seat on another flight. Saul didn't leave the airport, he didn't want to risk being late again. He ate lunch at the airport and after that he was finally able to board the plane to his **dream** vacation in Hawaii.

Saul's bad luck didn't end there. Once in Hawaii, a series of unfortunate events happened. First, the hotel made a mistake with his reservation, so he didn't have a room available. He had to wait three hours to get a room. Then, when he got to his room, the bed wasn't made and the room didn't smell well. He had to ask people at the hotel reception to do something about it. The hotel told him they couldn't help him, so he was moved to a different hotel. He thought his whole vacation was ruined, but fortunately it wasn't. While the new hotel didn't have as many **amenities** as the first one, it was clean, tidy, and it didn't smell horrible. He got extra special treatment and was finally able to enjoy his dream vacation in Hawaii.

2 Read the text as you listen. Answer the questions. 🗺️ 📖 🗣️ 12

a. How does Saul feel?

b. What did he do before he left home?

c. What happened when he arrived at the counter to check-in?

d. What did he do?



e. What happened when he arrived to the airport for the second time?

f. Why did he move to a new hotel in Hawaii?

g. What happened when he arrived to the new hotel?

h. How did you feel reading Saul's story?

FIGURE IT OUT

3 Read the sentences. Then circle the correct phrase.

He **didn't have** his passport. He **didn't put** it in his bag. He forgot to take it from the bedside table.

In the simple past tense the negative is formed with auxiliary did not / didn't + the verb the *simple past / in its base form*.

PRACTICE

4 Complete the sentences with the correct form of the verb in the simple past.

a. I _____ (not eat) breakfast this morning.

b. My sister _____ (study) for the exam yesterday.

c. We _____ (not buy) the cake.

d. They _____ (leave) school at 2:30.

e. He _____ (drink) all the milk.

5 Write 5 things you didn't do last weekend.

6 Share your sentences with a classmate.

7 In groups, take turns to say what your classmate didn't do.

Language tips

The negative form in the simple past tense is formed with the auxiliary did + not + the verb in its base form, **except verb to be**.

Examples:

Mandy didn't go to the cinema.

Sue wasn't at home last night.

The students weren't in the classroom.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to use the negative form of the simple past tense.
- I know how to talk about activities I didn't do.

EXPLORE

Read the phrases. Tick the things you did on your last vacation.

- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| stay home | <input type="checkbox"/> | watch a movie | <input type="checkbox"/> |
| visit friends | <input type="checkbox"/> | do homework | <input type="checkbox"/> |
| go to new places | <input type="checkbox"/> | eat a lot | <input type="checkbox"/> |

EXPERIENCE

1 Read and listen to the conversation. Circle the correct option. 13

Rick: Hi Olga, do you want to participate in our group's interview?

Olga: What is it about?

Rick: It's about a past vacation.

Olga: Okay. I think I can answer some questions about a past vacation.

Rick: Great! Are you ready?

Olga: Ready.

Rick: Excellent. First question: Where did you go on holiday last summer?

Olga: I went to the beach with my family.

Rick: Where did you stay while you were on holiday?

Olga: We stayed at some bungalows.

Rick: What did you eat for breakfast during your holiday?

Olga: Hmm...I don't remember well, but I think I ate mostly fruit and maybe eggs.

Rick: Did something funny or unusual happen during your trip?

Olga: Yes, something funny happened. One evening we went to a restaurant to eat dinner. It was one of those restaurants that are outside on the beach. I ordered shrimp and the rest of my family ordered fish. While we were eating, a cat came over and sat next to my mom. She gave the cat a little piece of fish. After the cat ate the fish, it jumped on my mom's lap and stole the whole thing! It was very funny.

Rick: It sounds funny. Thank you for sharing your experience.

Olga: No problem!

a. Rick...

1. went on vacation

2. is doing an interview

3. want to go on vacation

b. Olga...

1. visited a new city

2. didn't go on vacation

3. went to the beach

c. Olga...

1. went on holiday with her family

2. stayed with a friend

3. took her cat on holiday

FIGURE IT OUT

2 Read the conversation in Activity 1 again. Underline the questions in the simple past tense.

3 Complete.

Wh- questions in the simple past tense are formed with the Wh- word + auxiliary ____ + the subject + ____ in its base form.

Yes / No questions are formed with the auxiliary ____ + the subject + the ____ in its base form.

4 Match the questions to its answers.

Where did you go last weekend?

I went with my parents and my sister.

How much did it cost?

It cost 120 pesos.

What did you eat?

He stayed at Roberto's house.

Where did your brother stay?

I ate shrimp and rice.

Who did you go with?

I went to my grandmother's house.

PRACTICE

5 In your notebooks, write some questions you can answer about things you did in the past. 🗒️ 📅

6 Answer the questions you wrote. 🗒️ 📅

7 Use the answers to the questions to write a paragraph about things you did in the past. 🗒️ 📅

8 Exchange paragraphs with a classmate. Help your partner find and correct any mistakes. 🗒️ 👤

9 Take turns to read your paragraph in groups. 🗨️

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to ask and answer questions using simple past.

EXPLORE

Share your favorite music bands.

EXPERIENCE

1 Look at the text. What type of text is it? 

A day with FOURDUST

Last weekend we had the opportunity to interview the famous band Fourdust. Below we share their answers with you, their fans.

How did you come up with the name for your band?

"Well, it isn't very special. We are four members in the band and the place where we rehearsed was very **dusty**. That's why we decided to name ourselves Fourdust," Paul told us.

Who inspired you?

Thomas' shared the band's roots, "We love many different classic rock bands. What really inspired us to create a band was a contest in our hometown. The winner got new musical instruments, and we really needed them. We participated and the rest is history."

How did you meet?

"We all went to the same school." Nothing else needs to be added to answer this question.

How did you come up with the songs in your latest album Of Men and Lions?
"We didn't really follow a process. We tended to get together and mess about with our instruments until we came across an idea. Then we built on that idea to create a song. Sometimes one of us came up with an idea on his own and then we worked on it together when we met for rehearsal," Ivan told us.

Did you ever expect to be this successful?

No, never. We only hoped.

What is the best part of your experience as Fourdust?

"I think that there isn't a best part, it's an everything. Being able to make music, which is something we all enjoy, sharing that music with the world, and being able to hang out with really good friends makes this the experience of a lifetime," Perry said.

Fourdust also shared with us that they are preparing some new material for this Christmas season, so let's keep on enjoying their music and their talent.

15

2 Read and listen to the interview. Circle the correct option.   14

a. The band chose its name because...

1. They like dust

2. Their houses were dusty

3. The place where they rehearsed was dusty

b. The band was inspired by...

1. classical music

2. classic rock bands

3. rock bands

c. The band met...

1. in a game

2. at music school

3. at school

FIGURE IT OUT

3 Read the questions. What is the difference between the two questions?

a. How did you come up with the name for your band?

b. Who inspired you?

4 Do you know why there are these differences? Discuss.

5 Read the Language Tips box to confirm your answer.

6 Write questions to the answers.

a. _____
I stayed at a hotel.

b. _____
Tomas and Lucia finished the homework.

c. _____
The glass broke.

d. _____
I bought some ice cream.

e. _____
She went to the cinema.

Language tip

In English there are some questions that do not follow the regular form with auxiliary did. These are called *subject questions*. These questions are used to ask about the subject, not the object.

Who discovered America?
Christopher Columbus.

Who dropped the glass?
Sally dropped the glass.

Object question vs. subject question

Object question: What did my dad wash? (My dad washed) the car.

Subject question: Who washed the car? My dad (washed the car).

Notice that in both instances, if you remove the words in parentheses, you still answer the questions correctly.

PRACTICE

7 In your notebook, write questions to interview one of your classmates about his/her favorite music band.

8 Use your questions to interview a classmate. Write down his/her answers.

9 Share some of your classmates' answers with the rest of the class. See if there are others who like the same band.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to do an interview.
- I know how to ask questions using Wh-question words

EXPLORE

What are some of your favorite movies?

EXPERIENCE

1 Read the text. Answer the questions.

How to Write A Movie Summary

Before we focus on how to write a movie summary, let's first review what a summary is. A summary is a record (it can be written or spoken registration of information) in the viewer's own words that explains the main points of a movie. You can write summaries of books, newspaper articles, chapters of books, lectures, and many other things that you may have seen or heard.

A good summary gives the outline of the movie.

It should answer basic questions about it such as who, what, where, and when.

The title should include the name of the original movie, so people know what they are reading about, e.g. "A Summary of (Movie title)". Summaries should not include your own ideas or criticisms as part of it. It is important that the summary doesn't include information that is not relevant to the entire movie. It should include the main idea of

the movie and the main evidence to support that idea.

It is important to watch the movie as a critic, instead of as a regular movie-goer. It is also important to pay attention to the dialog so that you may better understand the plot and theme of the movie. As you watch the movie, you could make a bulleted list where you write down the elements you consider important. Another good strategy to follow is to sit down, after having watched the movie, and answer the questions What? Which? Who? Where? When? Why? How? Answering these questions can help you organize your ideas so that you can create your paragraphs. Start a summary with a sentence that identifies the movie and any other important information, for example the name of the director, the year when the movie came out, the main idea, etc.

Remember to use transition words to join everything together. Transition words are words such as: and, in addition to, again, first, second, as a result, for instance, etc.

Facts about...

One of the differences between a movie summary and a movie review is that you can share your opinions when writing a movie review.

a. What is a summary?

b. What is the advice to write a summary the article mentions?

c. How should you start a summary?

Movies can make us experience many different emotions. Sometimes we might not be able to identify why we feel the way we feel after watching a movie. While watching a movie, we experience something called identification; this means that we recognize similarities between the characters and ourselves. So when the catharsis comes, what happens in the movie can make us react emotionally. Sometimes, this emotional reaction can generate insight; this is when we realize that we reacted emotionally because of something in our own life that we connected to the characters or situations in the movie.

- 2 Work in groups. Take turns to share some of the emotions that you felt when watching specific movies. Did you experience similar emotions when you watched the same movie? What do you think made you experience those emotions? Then, read the text at the beginning of this page.** 🎬👥

FIGURE IT OUT 📊

- 3 Read the first paragraph of the article in activity 1 again. Write a summary.** 📖📐
- 4 Read your summary to a classmate. Give feedback to your classmate. Was the summary clear? Did the summary include the most important information?** 👥

PRACTICE ⭐

- 5 Think of your favorite movie. Write down a summary in your notebooks.** 📓📐
- 6 Read the summary you wrote. Check the grammar, spelling, and punctuation. Rewrite it if necessary.** ✎📐
- 7 Read your summary to your classmates.** 🗣️👥

Language tips ⚡

Tips to write the summary of a text:

- Read the text.
- Highlight the important information.
- Make sure you understand the text.
- Use your own words.
- Write down the main information.
- Do not include minor details.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to write a movie summary.

EXPLORE

Brainstorm activities that you did when you were little.

EXPERIENCE

1 Read and complete the graphic organizer.

Dear diary,

The other day I was with my cousins and my brother, and we talked about the things that we used to do when we were younger. I decided to write them down so that I can always remember.

During the summer, we used to play outside from sunrise to sundown. We used to ride our bikes and skateboards too. When we weren't outside, we used to play video games. My brother used to get very angry when he lost, and I used to make fun of him for hours.

My mom used to make peanut butter and jelly sandwiches as a snack almost every day. It is still my favorite snack. When the weather was very hot, we used to eat ice cream in the afternoons. We used to wait patiently until we heard the song that signaled that the ice cream truck was coming. I used to get plain vanilla, while my cousins and brothers used to choose strange flavors.

Our neighbors had a pool, so they used to invite us every now and then. I used to hate playing in their pool, but it was because I didn't know how to swim.

The last week of summer, we used to **camp out** in the backyard. We used to pretend to be explorers that didn't need to go to school. It was so much fun. I really enjoyed those days.

That's all for now!

Activities the author used to do...

Activities the author's mom used to do...

FIGURE IT OUT

- 2 Read the excerpt from the text in activity 1. Complete the sentence.

The other day I was with my cousins and my brother, and we talked about the things that we **used to** do when we were younger. I decided to write them down so that I can always remember.

During the summer, we **used to** play outside from sunrise to sundown. We **used to** ride our bikes and skateboards too.

Used to is a modal verb that talks about something in the *present / past* and is no *longer true / true*.

- 3 Read the language tips box and confirm your answer.

PRACTICE

- 4 Make affirmative sentences using **used to**. Then share with your group and check answers.

a. I/ live in an apartment when I was a kid.

b. James/study French.

c. Michael and Judy/play golf every weekend.

- 5 Write down four things that you used to do when you were little. When finished, find someone who used to do similar activities.

Language tips

Used to is a modal verb that we only use with the past tense of verbs.

We also use it, to talk about activities or a state that happened in the past and is no longer true.

Form:

Used to + action verb in its base form

I used to swim when I was six.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I understand how to use *used to*.

EXPLORE

Why do you think there are some things that you used to do and you don't do anymore?

EXPERIENCE

I Read and listen to the conversation. Write T for True F for False.  15 

Alex: Hi Tina, what are you looking at?

Tina: Hi Alex, I'm looking at this old picture album. You know how parents used to take pictures and print them to make these albums.

Alex: Yes. I remember. Although my mother didn't use to make picture albums, it was always my grandmother.

Tina: Look at this picture. I used to wear shorts and skirts all the time when I was little.

Alex: Aww, you look so cute. I didn't use to wear shorts or skirts. I always preferred pants.

Tina: Very funny. I used to ride my bike around the neighborhood. I had some neighbors that did some awesome tricks.

Alex: I didn't use to ride a bike, I used to ride my skateboard, I always liked it more.

Tina: Oh, I used to be very **scared** of skateboarding.

Alex: When I was little, I didn't use to be scared of anything. I was crazy. I used to climb up trees and jump from everywhere I could. Then, I broke my leg, and I slowed down a little.

Tina: Wow, you used to be a very active kid. I didn't use to do that much activity. I also used to enjoy being at home and playing with my dolls.

- a. Alex's mother used to make picture albums. _____
- b. Tina used to wear shorts. _____
- c. Alex didn't used to wear pants. _____
- d. Tina didn't use to ride her bike. _____
- e. Alex used to ride his skateboard. _____

FIGURE IT OUT

2 Read the sentences. Underline the word or words that best completes the sentences.

a. My mother used to make cakes.

b. My mother didn't use to make picture albums.

Sentence a is an *affirmative / negative* sentence. Sentence b is a *affirmative / negative* sentence.

The structure in the *affirmative / negative* form is **didn't + use to + verb in its base form**.

Language tip

When using *used to* in its negative form, we use *didn't*.

Didn't shows that we are talking about the past, so the negative form of *used to* is: *didn't use to*.

I didn't use to like her. (but now I do).

He didn't use to work out. (now he works out several times a week).

PRACTICE

3 Rewrite the sentences in the negative form.

a. Pat used to drink coffee.

b. I used to drive to work.

c. Wendy and Bill used to live in Scotland.

d. My grandfather used to wear glasses.

e. He used to play football.

4 Write some things you didn't use to do when you were little. 

5 Share your information with a classmate. Did you find any similarities? 

6 Report one thing your classmate didn't use to do back to the class. 

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to talk about activities I didn't use to do.

EXPLORE

Brainstorm activities that people used to do differently in the past.

EXPERIENCE

1 Read the questionnaire. Then read the idea below and discuss.

What did you use to do after school when you were a little kid?

I used to play football and go to gymnastics class.

Where did you use to go on vacation with your parents when you were little?

I didn't use to go on vacation when I was little, but now I do sometimes.

Did you use to watch cartoons during the weekend?

Yes, I used to watch hours and hours of cartoons every weekend.

Did you use to wear a school uniform?

Yes, I used to wear an ugly uniform.

What time did you use to go to bed when you were little?

My parents made me go to bed at 8 p.m.

Did you use to play an instrument?

No, I didn't use to play an instrument.

Where did you use to live when you were a little kid?

I used to live in Coahuila.

How did you use to get to school when you were a little kid?

My mom used to drive me to school.

What used to be your favorite thing to do?

When my grandpa took me to get ice cream on Saturday evenings.

*Think about the things you do now, but you did differently in the past. Share them in groups. Look at the example.

I didn't use to play football, I used to play basketball.

FIGURE IT OUT

2 Read the questions. Complete the charts.

What did you use to do after school?

Where did she use to go after school?

Did you use to watch cartoons?

Yes, I did. / No, I didn't

Did he use to watch cartoons?

Yes, he did. / No, he didn't

Wh questions

Wh word	Auxiliary verb	Subject	Used to	Verb	
What	_____	you	_____	do	after school?
Where	did	_____	use to	_____	after school?

Yes/No questions

Auxiliary verb	Subject	Used to	Verb		
_____	you	_____	watch	cartoons?	Yes, I did. No, I didn't.
Did	_____	use to	_____	cartoons?	Yes, he did. No, he didn't.

3 Complete the questions.

a. Where _____ she _____ study?

b. _____ your mom _____ work?

c. What _____ you _____ eat?

d. _____ the students _____ have lunch at non?

e. When _____ you _____ do your homework?

PRACTICE

4 Write some questions to find out what your classmate used to do when he/she was a kid.

5 Interview your classmate.

6 Share your interviews in groups. Find out who used to do the same things.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to ask and answer questions using used to.

EXPLORE

Why is it important to learn about the history of cultures and civilizations?

EXPERIENCE

1 Look at the pictures. Read the title. What do you think the text will be about?

2 Read and listen to the text. Answer the questions. 16

Archaeology and The Past

Archaeology is the scientific study of human past, the history, and culture of the people by analyzing artifacts, inscriptions, monuments, and other objects or materials that were left by past civilizations.

Archeology helps us understand how people lived in the past, how they worked, moved across the land, **traded**, how their governments worked, and what their beliefs were. Since ancient civilizations didn't leave written records behind, the only way to find out about them is by analyzing the things that they did leave behind.

It is a science; therefore, archeology uses the scientific method to ask questions and elaborate hypotheses. They base their studies on evidence and use different scientific techniques; they observe, record, categorize, and interpret what they find.

While there were some civilizations that had writing systems, some of them might not contain enough information to learn everything about their cultures, but they do serve as a good source for archeologists to consult and study. On the other hand, some cultures had writing systems that are so complex scientists and linguists are still trying to decipher them.

There are different fields that make up archaeology, so archaeologists can specialize in different areas to learn different things about past civilizations.

Archeologists also work together with other scientists in order to uncover specific information. For example, there are archeologists that specialize in plants, animals, and other elements of nature. Archeologists in this field of study may work together with other scientists such as forensic scientists or geneticists in order to analyze animal or plant remains that can allow them to find out what the people ate, what their **shelters** and clothes were made of, and even what the climate was like. Since there are many different aspects of culture, people and civilization, there are countless of branches into which archeology is divided into. As technology advances, new areas of research are also developed.

Archeology is a living, changing science that allows us to learn about how and why human behavior changed over time. It allows people to understand and reflect on the past to better understand our present.

Fact about... 

Leopoldo Batres who was born in 1852 is considered a pioneer of Mexican archeology. He worked at the excavations in Teotihuacan.

a. What is archeology?

b. Why archeology is important?






c. What type of method do archeologists use?

FIGURE IT OUT

3 Complete with the verb in the past tense.

- a. Earth _____ (to form) approximately 4.54 billion years ago.
- b. Around the year 5,500 BCE, farmers in Sumeria _____ (to develop) large-scale cultivation of land, monocropping, organized irrigation, and specialized agricultural labor.
- c. The first wheeled vehicles _____ (to appear) in Mesopotamia, Eastern Europe, and the Caucasus in the year 3500 BCE.
- d. In the year 2560 BCE the Ancient Egyptians _____ (to build) the Great Pyramid of Guiza for Pharaoh Khufu.
- e. Babylonian King Hammurabi _____ (to issue) one of the earliest legal codes, the Code of Hammurabi.
- f. In the year 404 BCE, Sparta _____ (to defeat) Athens, ending the Peloponnesian War.
- g. Chinese alchemists trying to create an elixir of life accidentally _____ (to produce) gunpowder.
- h. In 1453, the Ottoman Turks _____ (to take) Constantinople. This _____ (to mark) the fall of the Eastern Roman Empire (Byzantine).

PRACTICE

- 4 Choose words that are useful to talk about the past to make a glossary in your notebooks.  
- 5 Write five sentences in your notebook about historical events using the past tense. 
- 6 Exchange your sentences in small groups. Order the events you each wrote down in chronological order. Then, share with the rest of the group.  

Language tips

Remember that a glossary should include the type of word it is (noun, verb, adjective, etc.) and its meaning.

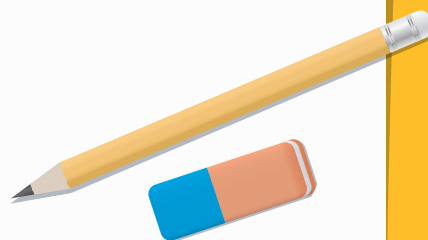
Self-assessment











Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand academic texts.
- I know how to talk about historical events.

PROJECT

Poster of an important event



- 1 Work in groups. Make a list of important events related to music, sports, culture, and/or art. 
- 2 Take turns to share your list with your class. Explain why you consider that the events you listed are important. 
- 3 Select one important event from your list. 
- 4 With your group, write some questions you can answer with information about the important event you chose. Think of questions using all question words. Remember that you are going to make a poster where you explain why it is an important event. 
- 5 Use the questions to look for information to answer your questions. 
- 6 Share your findings with your group. Select the most relevant information to include in your poster. Decide how you will illustrate it too. 
- 7 Make your poster. Include written information and some drawings or pictures too.  
- 8 Present your poster to the class.  

Co-evaluation

Name _____	Yes	No
• Looked and selected relevant information.		
• Participated in group discussion.		
• Finished the task on time.		
• Clearly presented the poster to the class.		

We could improve at

1 Complete the sentences or questions with *can*, *could*, or *would* in affirmative or in negative form.

- a. _____ you say English is important?
- b. _____ / _____ you teach us the lesson again, please?
- c. What _____ I do to improve my computer skills?
- d. _____ it be a good idea to study a lot for the exam?
- e. My brother _____ be a famous singer. He sings very well.
- f. I _____ go to college next year.
- g. I _____ love to invite your sister to have dinner with us tonight.
- h. We _____ go to the cinema next Sunday.

2 Write the words in the correct column.

water peach sugar strawberry cheese
cereal avocado coffee sand

Countable nouns	Uncountable nouns

3 Complete the sentences with *many*, *much*, *a lot of*, *a few*, *little*.

- a. There is _____ sugar in the jar. Enough to bake one cake.
- b. There is _____ cheese in the fridge. I don't have to buy more.
- c. There is _____ milk in the bottle. We need more milk.
- d. There are _____ kinds of lettuce. Which one do we need?
- e. Oh no! There are _____ tomatos in the fridge. I need more!

4 Complete the sentences with the correct personal pronoun, object pronoun or possessive adjective.

- a. _____ computer is broken.
- b. _____ is my sister.
- c. Mark and John are my classmates. Mark is taller than _____.
- d. _____ are my classmates.
- e. Rosa and _____ are going to the cinema tonight.

Unit 2

My accomplishments

Unit purpose

- Narrates world discoveries, achievements, work, and voluntary activities using connectors (*and*, *so*, and *but*); makes formal questions using *could*, *would*, and *can*.
- Talks about healthy lifestyles using quantifiers to refer to food; describes healthy diets.

Competences

Generic

- **4.4** Uses a second language to communicate in everyday situations.
- **7.3** Connects concepts from various areas to build knowledge and apply it to their daily life.
- **8.3** Develops a constructive attitude when working in teams, based on personal knowledge and abilities.

Disciplinary

- **C10** Identifies and interprets the main idea in a spoken or written message in a second language, by using previous knowledge, non-verbal elements, and cultural context.
- **C11** Communicates in a foreign language using a logical oral or written discourse, in agreement with the communicative situation.



PROJECT

Presentation about eating habits around the world.

Learning outcomes

By the end of the unit, I will be able to

- write questions about general knowledge about the world
- write a list of inventions from the 20th century
- write about three occupations and places where people practice them
- use *can/could/would* to ask for things in a polite way
- talk about future plans and past experiences
- describe a job profile
- practice reading comprehension using a text about Machu Picchu
- write sentences about healthy habits
- build the unit's glossary

Extra help:

- | | |
|---------------------|-----|
| • Quizzes 1 & 2 | 115 |
| • Unit's glossary | 120 |
| • Grammar reference | 123 |
| • List of verbs | 127 |

EXPLORE

What are some things you did in the past that you feel proud about?

EXPERIENCE

- 1 Read and listen to the conversation. Where are the people?
What are they doing?   17



Glenn: Have you camped out before?

Terry: No, never. Have you?

Glenn: A couple of times. Mostly because other members in my family liked camping out.

Terry: Who liked camping out?

Glenn: My mom loved it, but not anymore.

Terry: What happened?

Glenn: Nothing in particular, she just got older and says she prefers to stay in nice hotels.

Terry: That makes sense. Who organized this camping trip?

Glenn: Oswald organized it.

Terry: What was the reason for this trip?

Glenn: I don't know. I think there isn't a particular reason, just have some fun.

Terry: That's nice.

Glenn: Hey, let's go grab something to eat. I can see Jules making sandwiches over there.

Terry: Let's go.

Jules: Who wanted cheese?

FIGURE IT OUT

- 2 Read an excerpt from the conversation in Activity 1. Choose the option that best completes the sentences.

Who liked camping out?

My mom loved it, but not anymore.

What happened?

Nothing in particular, she just got older and says she prefers to stay in nice hotels.

Both questions are in the *simple present* / *simple past*.

The questions do not have the auxiliary **did** because Who + What are the *object* / *subject* of the question.

PRACTICE★

3 Order the words to make questions.

a. this / designed/ who / car / ?

b. Australia / discovered / who / ?

c. in the year / happened / 2000 / what / ?

d. who / here / worked / ?

e. you / book / that / who / gave / ?

f. the book / wrote / who / ?

4 Think about a past event at school or in your community. Write five questions without the auxiliary *did* about it. 📖

5 Exchange your questions with a partner. Give feedback to your classmate. 👥

6 Make any necessary corrections and answer the questions in your notebooks. 📓

7 Exchange questions and answers in groups. Did any of you think about the same event? 💬

Language tip⚡

When *what*, *who*, *which*, or *whose* becomes the subject of the question, we do not use the auxiliary *did*.

Wh- word + action verb in simple past.

Which South African president won the Peace Nobel Prize?
Nelson Mandela.

Who wrote *Cien Años de Soledad*?
Gabriel García Márquez.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to ask questions in the simple past tense without auxiliary *did*.

EXPLORE

Why do you think it is important that we study History?

EXPERIENCE

- 1 Look at the title and the picture. Share what you know about the 20th century in groups. 
- 2 Listen and read the text. Write T for True and F for False.  18

The 20th Century

The 20th or twentieth century, is a century that began on January 1st, 1901 **and** ended on December 31, 2000. It was the final century of the second millennium, **and** it changed the world in many different ways, so it is a very important century for human history. It is impossible to understand the world of today without understanding the world **and** advances of the 20th century. We all know that throughout human history there have been many technological advances, **but** there were more advances in various activities and technologies than in previous recorded history. Many different inventions became a part of this world, such as the airplane, the rocket, antibiotics, electronics, atomic power, **and** even insecticides. Technologies were invented and developed, **but** they were not the only things that changed the world. The two World Wars caused major changes in the political structures of the world and also brought changes to science **and** scientific **research and** development. Before the wars, scientists **and** innovators used to research **and** invent based on curiosity or their own interests. During the wars, governments required different technologies **and** more advancements if they wanted to win, so large research teams that were directed **and** sponsored by the government were born. Scientist worked towards a particular end determined by the needs of the country for which they worked.

While many inventions were first created or improved for the purpose of winning the wars, many of these technologies were applied in different ways that have, in some cases, made the world better after them; an example of this is medical technology, antibiotics, **and** other pharmaceutical advancements.

- a. The XX **century** changed the world. _____
- b. In the XX century technology didn't develop. _____
- c. Insecticides were used in the XX century. _____
- d. The two World Wars only changed the political structures. _____
- e. Technology was applied in different ways. _____



FIGURE IT OUT

- 3 Read the text again. What do you think the words in bold are for? Share your theories in groups. 📖 💬

- 4 Circle the correct information.

The words **and**, **but**, and **so** are called conjunctions because they join / don't join words, phrases, and clauses.

PRACTICE

- 5 Make a list of inventions in your notebooks. Then use the Internet or other sources of information to determine which of the inventions on your list were invented during the 20th century. 📖 ⚙️
- 6 Share your list and findings with a group of classmates. Complement your list with any other inventions you find interesting. 👥 💬
- 7 Look at your list. Decide which inventions are the most important. Write down some sentences to explain why they are important. Research some more, if necessary. 📖 ⚙️
- 8 Make a list of the inventions you chose. Use *and*, *but*, and *so* to explain your reasoning for choosing those inventions for your list. 📖
- 9 Present your list to your classmates. 💬



Language tip

My mom **and** dad are doctors.
"and" is used to connect statements that are similar.

My cousin is 18 years old, **but** she looks like a 14-year-old girl.
"but" is used to connect two contrasting statements.

Oh no! I forgot my keys, **so** I won't be able to get home.
"so" is used to join a cause, reason, and results.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to look for information.
- I understand main and secondary ideas of a reading text.
- I know how to use *and*, *but*, and *so*.

EXPLORE

Do you know what the Inca Empire is? Who were the Incas?

EXPERIENCE

1 Read the text. Answer the following questions. 🦉 📖

The Inca Empire

During the 13th century, a group of people that lived in the Andes Mountains arrived at the valley of Cuzco, Peru and settled there. This group of people was the beginning of the Inca Empire. This Empire didn't last very long; they thrived from approximately 1438 to 1533 when Francisco Pizarro conquered it. However, the Incas came up with several important ideas and inventions that are still in use today. It is important to mention that the Inca Empire developed without the use of the **wheel**, **currency**, or a written form of communication. While Incas didn't write, they did use a system called *quipu*. This system consists of tying knots together in precise patterns. Historians believe that the knots functioned as a numerical system for recording information.

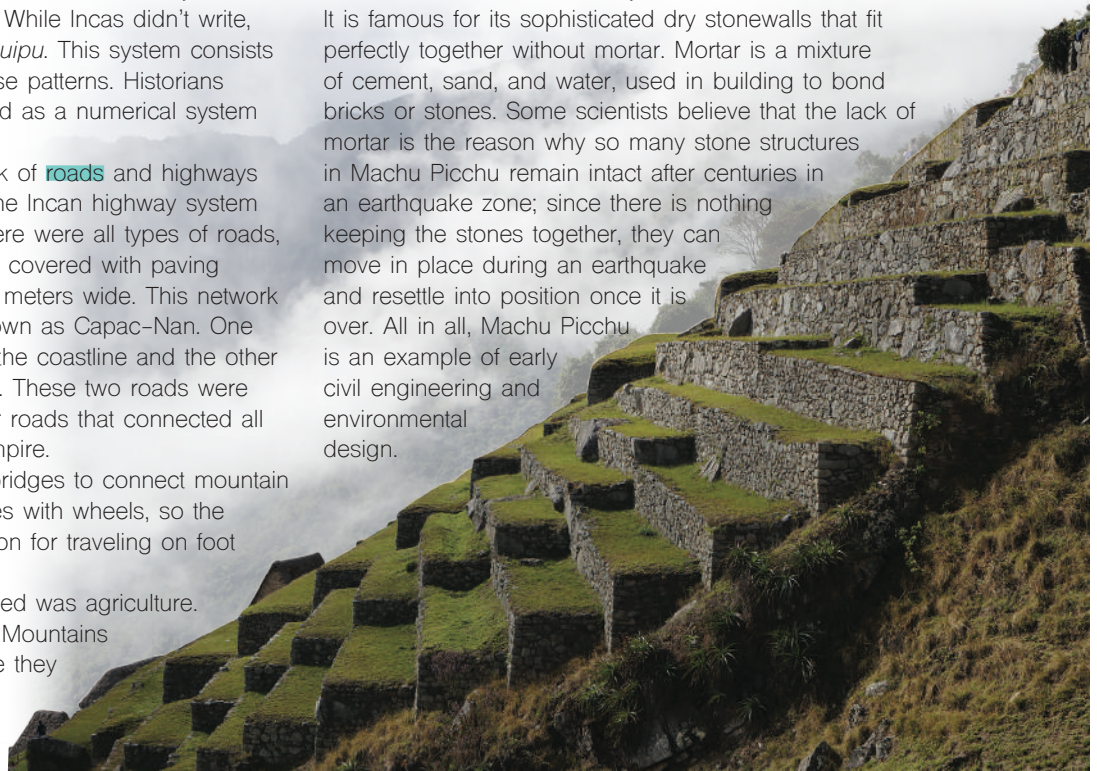
The Incas created a network of **roads** and highways that connected their territory. The Incan highway system covered nearly 40,000 km. There were all types of roads, from simple dirt roads to roads covered with paving stones. The roads were 1 to 4 meters wide. This network also had two "main roads" known as Capac-Nan. One of the main roads surrounded the coastline and the other one ran through the mountains. These two roads were almost parallel and had smaller roads that connected all the provincial centers of the empire.

The Incas also used rope bridges to connect mountain chasms. There were no vehicles with wheels, so the rope bridges were a great option for traveling on foot or with animals.

Another challenge Incas faced was agriculture. The steep peaks of the Andes Mountains didn't provide level fields where they could plant their crops.

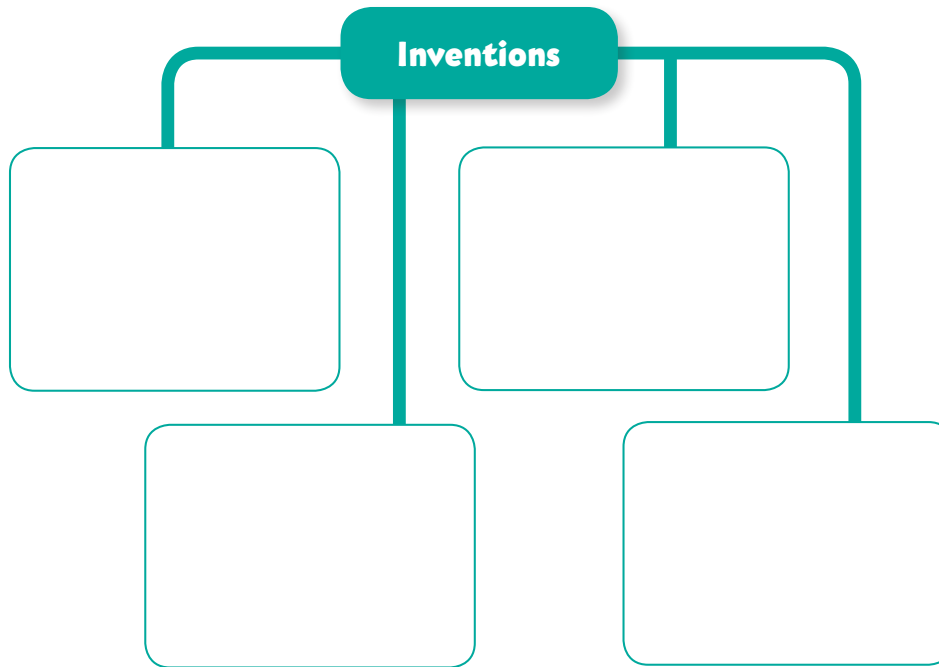
They developed a system of terraces that look like giant staircases. These terraces had walls made out of stone that absorbed heat of the sun during the day and radiated it out at night, this kept the crops from freezing under the nighttime temperatures. They were also filled with gravel, sand, and more gravel. Then, the farmers placed soil on top of these layers where they planted their seeds.

These terraces can still be seen in Machu Picchu. Machu Picchu is an Incan city that was abandoned. It is famous for its sophisticated dry stonewalls that fit perfectly together without mortar. Mortar is a mixture of cement, sand, and water, used in building to bond bricks or stones. Some scientists believe that the lack of mortar is the reason why so many stone structures in Machu Picchu remain intact after centuries in an earthquake zone; since there is nothing keeping the stones together, they can move in place during an earthquake and resettle into position once it is over. All in all, Machu Picchu is an example of early civil engineering and environmental design.



- a. Who were the Incas? _____
- b. Where did the Incas live? _____
- c. How long the Inca Empire last? _____

- 2 Listen and read the text again. Complete the graphic organizer. 🎧 📖 🗂️ 19



Language tip ⚡

Cognates are words that share the same Latin or Greek root in Spanish and English, have similar spelling, and have the same or a similar meaning.

hotel, hospital.

False cognates are words that have the same root, but have different meaning.

actual, assist, embarrassed, fabric, library, exit.

Recognizing cognates while reading in English contributes to understanding.

FIGURE IT OUT 🗂️

- 3 Read the text. Underline the cognates you find. 🎧 📖
- 4 Share your words with a classmate. Discuss their meaning. 🎧 💬
- 5 Read the text again. 🎧 📖
- 6 Explain to your partner how cognates helped you understand the text. 🎧 💬

PRACTICE ★

- 7 Write a summary about the text you read in your notebooks. 🎧 📖
- 8 Share your summary with your classmates. 💬

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand the main idea and details from a reading text.
- I know how to use some reading strategies.

EXPLORE

**Make a list of occupations you find interesting.
Share your list with your classmates.**

EXPERIENCE

1 Read and listen to the conversation. Choose the best answer.



Student: Hello. I was wondering if you could help me with an assignment, please.

Science Teacher: Yes, of course. I am always available to help. Would you just give me a couple of minutes? I need to finish grading this paper first.

Student: Yes, thank you very much.

Science Teacher: You can sit here if you want.

Student: Thank you.

Science Teacher: Excellent. I am done. Tell me, what can I do for you?

Student: Can I ask you some questions? They are for my English class.

Science Teacher: Sure. How would you like to record my answers?

Student: Could I record our conversation, please? I would only use it for this assignment and then I will delete it.

Science Teacher: No problem.

Student: Thanks. Ok, first question. How did you know you wanted to be a teacher?

Science Teacher: Oh, that's a hard question. Well, at first, I wanted to be a scientist and just research and research, but while I was studying my degree, I had the opportunity to teach younger students and I found that I really enjoyed it.

Student: Could you tell me what makes teaching something you enjoy?

Science Teacher: Well, I guess that what I like the most is seeing my students understand different concepts and then witness how they apply their new knowledge.

Student: Can you imagine having a different job?

Science Teacher: Not really.

Student: What would you say to a student that still doesn't know what they want to do when they grow up?

Science Teacher: Be patient. Choose whatever seems more appealing. If you ever change your mind, just make sure that you think things through before choosing a different path. Make a plan.

Student: That's all. Thank you very much.

Science Teacher: Thanks, see you later.

a. The conversation is about...

a) different occupations

b) teachers

c) A career decision.

2 Read the conversation again. Write T for True and F for False.

a. The student is doing a school assignment. _____

b. The interviewee always wanted to be a teacher. _____

c. The interviewee doesn't want a different job. _____

d. The teacher likes to see the students. _____

e. The teacher suggests making a plan. _____

FIGURE IT OUT




- 3 Read an excerpt from the conversation in Activity 1. What are the words in bold used for? Discuss.

Science Teacher: What **can** I do for you?




Student: Could you answer some questions? They are for my English class.

Science Teacher: Sure. How **would** you like to record my answers?

Student: Could I record our conversation, please? I **would** only use it for this assignment and then I will delete it.

- 4 Read the Language tips box. Check your answers. 
- 5 In a separate sheet of paper, write 3 questions using the modal verbs above. 
- 6 Exchange your questions with a partner. Answer the questions. 

PRACTICE

- 7 From the list you made at the beginning of this session, choose occupations you find the most interesting. 
- 8 Write a brief description of each of the occupations and the place where they are performed.  

- 9 Read your information to your classmates. Find out who wrote about the same occupations.  

Language tip

Could and *would* are modal verbs and are used to ask a polite question.

Can is used to ask for permission.

Modal verbs do not change in the third person singular form.

Can I come in, please?
Could you bring me that book, please?
Would you like a cup of coffee?

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to talk about occupations and the place where they are performed.
- I know how to ask polite questions using *would* and *could*.
- I know how to use *can* to ask for permission.

EXPLORE

Do you think technology has created new jobs? Why?
Could advances in technology create new jobs in the future? Why?

EXPERIENCE

1 Read the text. Discuss the questions in groups.

Jobs of the Future

In the world of today, about 5% of all jobs are at risk of being automated. This means that machines could replace the workers. This can cause a big change for many people and for many job positions, too. Many people wonder: Would this change be good or bad? There isn't a good way to find out, although there is a study that shows that automation and technology wouldn't just destroy jobs and the livelihood of people, but that new jobs would be born as a result of automation, so workers can switch careers if they desire to.

For those that are still on the path to choose a career, there is time to think about the future and the job they would like to have. We cannot forget that, while technology can bring automation, it also brings change. New developments can create new jobs that couldn't exist without the new technologies. For example, Solar Energy Technicians wouldn't be on demand if solar energy technologies didn't exist. Another example is Biomedical Engineering, a job where engineers create medical devices such as artificial organs, body implants, and biomedical accessories to help doctors and physicians do their jobs. This wouldn't be possible without advancements in technology.

As much as technology can create jobs, there are jobs that can't be replaced by machines, especially those in which human interaction is important, such as customer service and psychology.

While the ideal is that you get to choose the "job of your dreams", it can be important to think about a growing job market or at least one that isn't going to limit your professional growth. Even if you are absolutely sure about your future career choice, remember that we are constantly learning and changing. Your decision could change, and that is still okay.

- If you could choose any job or career, which one would you choose? Why?
- What do you think can help people who are undecided about the type of job they want in the future?
- What are some things that can't help you decide a future job or career?

2 Report your conclusions back to the class.

3 Circle the sentences with *could*, *would*, and *can* in the text in Activity 1.



FIGURE IT OUT

- 4 Compare the sentences you underlined in the previous activity with the sentences below.**

(...) new jobs that couldn't exist without the new technologies.

Solar Energy Technicians wouldn't be on demand if solar energy technologies didn't exist.

(...) there are jobs that can't be replaced by machines.


PRACTICE

- 5 Complete the sentences with the correct form of could, would, or can in affirmative or in negative form.**

- I _____ drive a bus now.
- _____ you like to come to our house for lunch?
- _____ I ask you some questions, please?
- _____ it be a good idea to finish the report by tonight?
- _____ I speak to Mr. James, please?

- 6 In a separate sheet of paper, write three things you would do and three things you wouldn't do. Look at the example. **

study science, jump out of a plane, ...

- 7 Exchange your list with a partner. Take turns to guess which activities your partner would do and which ones he/she wouldn't. Look at the example. See who can guess more activities correctly. **

I think you wouldn't study science.

I think you would jump out of a plane.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to use would, could, and can in the negative form.

EXPLORE

What would you like to study in the future?

EXPERIENCE

- 1 Listen and read the questionnaire. What is it about?    21

Future Goals Questionnaire

a. What is your biggest goal in life?

To become a doctor.

b. Could you briefly share your short-term goals?

Finish high school and enter medical school.

c. Would you say goals are important?

☒ Yes ☐ No

d. Can goals help you change your life? How?

Yes. I think they can help you focus.

e. What would be your dream job?

To be an ophthalmologist.

f. Where could you study your chosen career?

There are many universities with a medical program, but I would probably choose a public one.

g. What can you improve in yourself right now?

I can try to make more effort in my English class so I get better grades. Good English grades are important in medical school.

h. Which would you say is your most important long-term goal?

After I finish medical school, my goal is to pass all the tests that are needed so that I can specialize in ophthalmology.

Life project 





- 2 Copy the questionnaire in your notebooks. Answer the questions about yourself.
- 3 Share your questionnaire with a partner.
- 4 Take a few minutes to think about how you feel when you think about the future. Exchange feelings and ideas in groups. Do you feel happy? Sad? Anxious? Why do you think you feel that way? If you are experiencing negative emotions, what could you do to cope?  
- 5 If you desire to, share your feelings and ideas with the rest of the class.  

FIGURE IT OUT

- 6 In pairs, write a dialog asking for something politely.
Use can/could/would. 🦉 👤 📝

**PRACTICE** ★

- 7 Practice the dialog with your partner. 🦉 👤
- 8 Role-play your dialog in front of the class. 🦉 👤

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why.
Include what you can do to improve.

- I know how to make a conversation using could/ would.

EXPLORE

Where can you look for information about career options?

EXPERIENCE

1 Read the conversation. What are they talking about?  

Rita: What's wrong?

Logan: Not much, just worried about the future.

Rita: Would you like to talk about it?

Logan: I don't know. I just feel lost. I can't choose what I will study as a career. I am worried because my **counselor** told me I would need to start sending my applications next month.

Rita: Sounds hard. Is there anything I can help you with?

Logan: Can you choose a career for me?

Rita: Don't be silly. Of course I can't, but I can help you put things into perspective.

Logan: That would be nice. What do I have to do?

Rita: Ok, let's start by thinking about your skills.

Logan: Well, I am very good with computers, but I am very bad at talking with people.

Rita: Well, maybe something related to computer science could be a good option.

Logan: I don't know, it's just that I had a job at a computer repair shop a couple of years ago and it wasn't a very fun experience. I had to talk to too many people and I just can't.

Rita: It doesn't have to be a career where you'll end up working at a repair shop. There are other careers related to computers and technology.

Logan: I am also a great video game player... I don't play that much anymore, but I was good at many different games.

Rita: That's it! Maybe you could study something that could allow you to develop video games or something like that. I am not an expert, but you could investigate a little bit.

Logan: That isn't a bad idea at all! Thanks for your help.

Rita: You can check www.careerideas.com. You can get a lot of information about different careers.

Logan: I can do that tomorrow. Thanks for your help.

2 Listen to the conversation again. Answer the questions.  18 

a. What is the relationship between the two girls?

b. What are the suggestions to choose a career mentioned in the conversation.

FIGURE IT OUT

3 Read the sentences. Circle the correct option.

I would need to start sending my applications next month.

You could study something that could allow you to develop video games.

I can do that tomorrow.

The sentences talk about the *present / the future tense*.

4 Complete the sentences with can, could or would.

- We _____ go swimming next Sunday.
- I _____ like to speak with Mrs. Robinson.
- If you are free this afternoon, we _____ go to the movies.
- Mark is an excellent football player. He _____ play in the best team.
- We _____ love to eat lunch with you next Tuesday.

PRACTICE

5 Reflect.

How can past experiences help us plan our future?

6 Think about your plans for the future. Write them down in your notebooks.

7 Are any of your plans connected to past experiences? Which ones? Write down your ideas in your notebooks.

8 Organize your ideas so that you may have a conversation about your plans for the future and your past experiences.

9 Take turns to share your plans for the future and past experiences.

Life project

10 Think about the question in Activity 5 again. Has your opinion changed? Why? Exchange ideas with the class.

Language tip

Can is also used to talk about a possibility in the future.

We can go to the picnic this afternoon.

Would is used to speculate (in the future).

I would be famous.

Would and **could** are used to show an intention or a plan.

I would study a master's degree.

Could and **would** are used to describe something that you think is likely to happen or to be true.

It could snow tomorrow. Samantha would cry after watching this movie.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use can, could, and would to talk about the future.
- I know how to talk about future plans and past experiences.

EXPLORE

What do you do when you look for a job?

EXPERIENCE

1 Read the professional profile. What information does it include?

**Nicole Jameson**

njameson@email.com

956-426-8118

Houston, TX 77362

ENTRY-LEVEL DATA SCIENTIST

Recent graduate of a top-tier university with experience in writing and generating engaging content, providing meaningful information based on big data, quantitative analysis, statistical techniques, and data mining in a collaborative environment. Developed an understanding of the following areas:

Data Science – Writing and Communication

EDUCATION

University of Houston – College of Sciences & Technology,
TX (May 2019)

Bachelor of Science (B. Sc) in Data Science, Cum Laude
(GPA: 3.70/4.00)

2 Work in groups. Discuss the questions.

- a. Why do you think people make professional profiles?
- b. Where do you think you could find a professional profile?
- c. What do you think you can achieve by writing a good professional profile?




3 Exchange your ideas with the class.

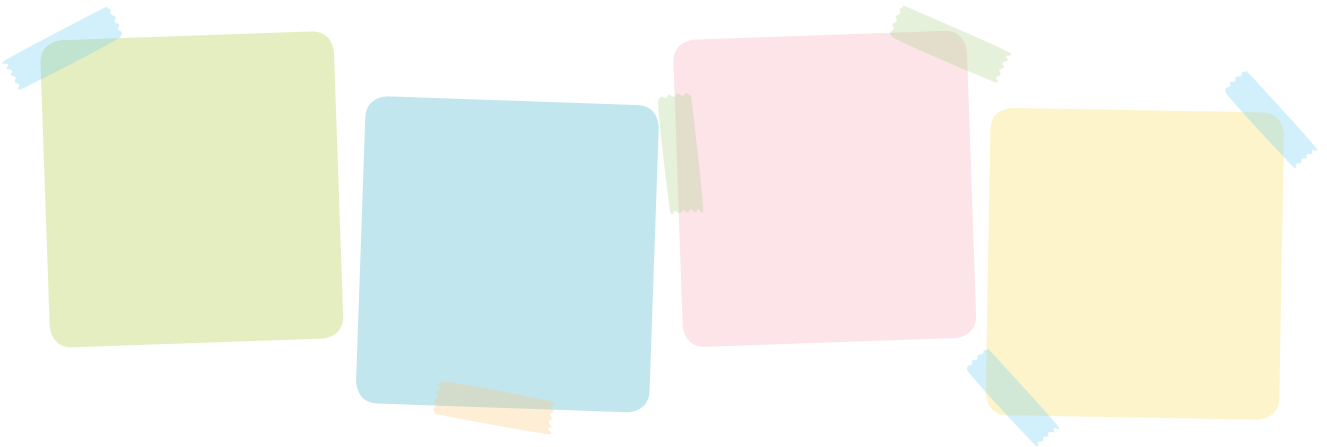
FIGURE IT OUT






- 4** Read the text in Activity 1 again. Check the characteristics you find. 

- Long text. ☐
- Short and concise text. ☐
- Includes only personal information. ☐
- Includes skills and abilities. ☐
- Includes education information. ☐

PRACTICE

- 5** Think about the career you would like to study. Imagine that you recently graduated college. Write your own professional profile in your notebook. Make some notes here about the details you want to include. You can use the one in the book as inspiration or search the web for other examples for your work.   



- 6** Prepare to present your professional profile. Copy it on poster paper.  
- 7** Put your professional profiles up on the wall. Walk around the classroom and look at your classmates' professional profiles. 
- 8** As a class, discuss the purpose and benefits of knowing how to write a good professional profile.  

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know what a professional profile is.
- I know how to write a professional profile.

EXPLORE

What type of food do you eat?

EXPERIENCE

- 1 Look at pictures and read the title. Predict what the text will be about.

Build a Healthy plate

Healthy eating is very important for our health, but do you know how to build a healthy plate? Here are some tips:

- › Drink water instead of sugary drinks.
- › Half your plate should include fruits and vegetables.
- › Eat a variety of vegetables. Try including red, orange and dark-green vegetables such as tomatoes, carrots, and broccoli.
- › Eat a variety of fruit. Avoid juice and choose whole or cut-up fruits.
- › Include dairy for calcium, however, choose low-fat or fat-free yogurt, milk, and cheese.
- › Choose **whole-grains** instead of refined grains. You can find 100% whole grain bread, cereals, crackers, pasta, and rice.
- › Eat a variety of protein, preferably **lean**. You can include **seafood**, beans and peas, lean meats, nuts, eggs, and **poultry**. Avoid bacon, cold cuts, and other processed meats.
- › Use healthy oils such as olive oil or canola oil for cooking and on salad. Limit your butter consumption. Avoid trans fat. Avocado is a healthy fat you can eat!
- › Limit your sugar intake.

- 2 Read the text. Confirm if your predictions were right or wrong.

- 3 Read the text again. Make a list of food and drinks people should avoid.

FIGURE IT OUT

4 Write a definition of the following words:

Countable
nouns

Uncountable
nouns

5 Share your definitions with a classmate. Read the Language tips box and check your definitions.

6 Sort the food into countable or uncountable.

Countable	Uncountable

Language tips

Countable nouns can be counted. They can be singular or plural.

An apple, one apple, five apples, 10 apples.

Uncountable nouns can't be counted. They are always singular.

Sugar, coffee, water.

flour	avocado
watermelon	seafood
apple	carrot
sugar	cereal
water	egg
butter	fruit
orange	salt
milk	
cherry	

PRACTICE

7 Read the text again and make The Healthy Plate.

8 Share your healthy plate with your classmates. What are the benefits of eating using The Healthy Plate?

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

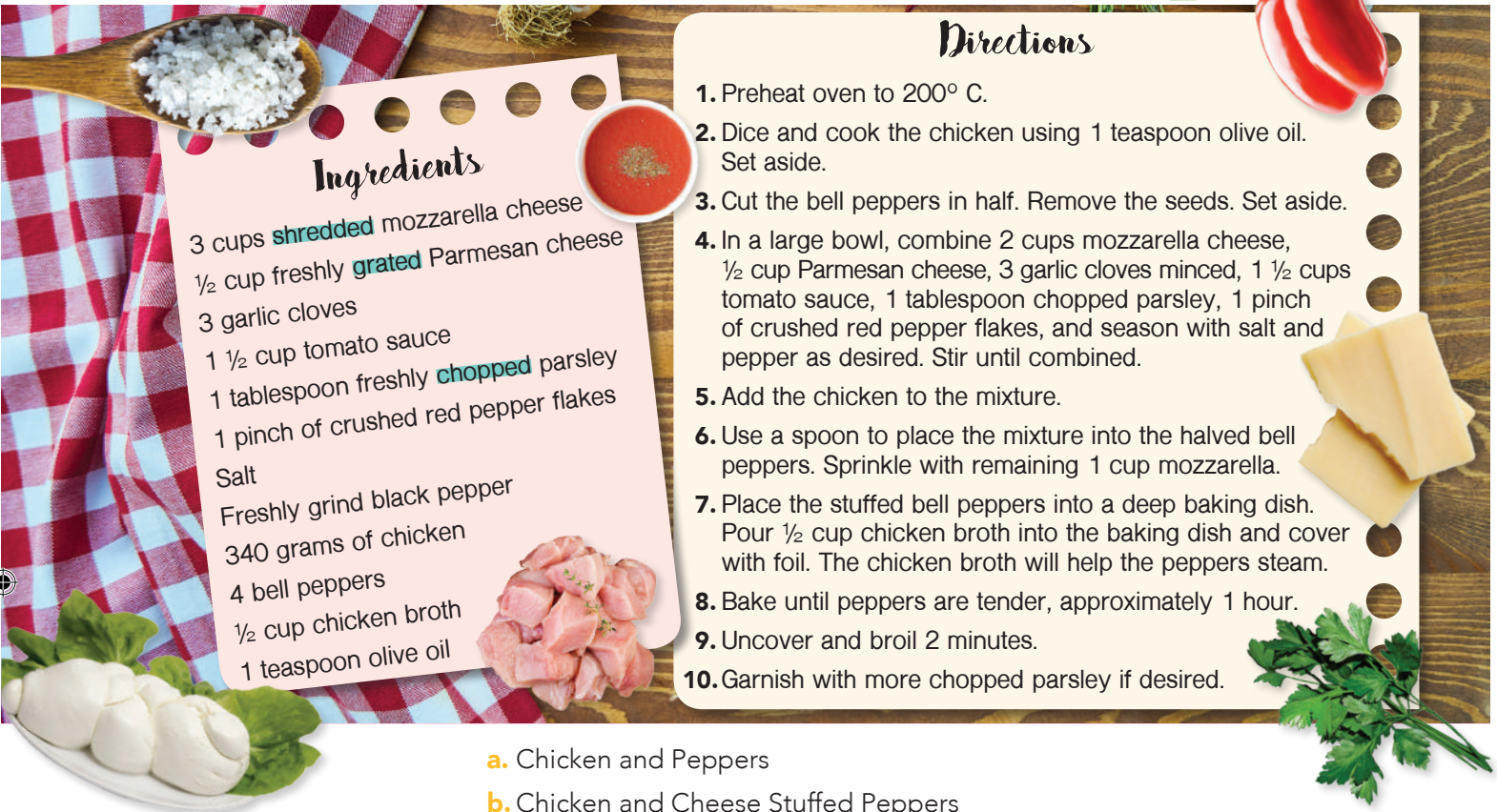
- I know what a countable and uncountable noun is.
- I know what The Healthy Plate includes.

EXPLORE

Do you like to cook? What are your favorite things to cook and eat?

EXPERIENCE

1 Read the recipe. Choose the best title for the recipe. 



The recipe card is set against a background of a wooden cutting board with various ingredients: a wooden spoon with white rice, a bowl of red tomato sauce, a red bell pepper, a block of mozzarella cheese, and a bunch of fresh basil. The card itself is pink with a white border and features a list of ingredients and directions. The ingredients list includes shredded mozzarella cheese, grated Parmesan cheese, garlic, tomato sauce, chopped parsley, crushed red pepper flakes, salt, black pepper, chicken, bell peppers, chicken broth, and olive oil. The directions are numbered 1 through 10, starting with preheating the oven and ending with garnishing the dish.

Ingredients

- 3 cups **shredded** mozzarella cheese
- ½ cup freshly **grated** Parmesan cheese
- 3 garlic cloves
- 1 ½ cup tomato sauce
- 1 tablespoon freshly **chopped** parsley
- 1 pinch of crushed red pepper flakes
- Salt
- Freshly grind black pepper
- 340 grams of chicken
- 4 bell peppers
- ½ cup chicken broth
- 1 teaspoon olive oil

Directions

1. Preheat oven to 200° C.
2. Dice and cook the chicken using 1 teaspoon olive oil. Set aside.
3. Cut the bell peppers in half. Remove the seeds. Set aside.
4. In a large bowl, combine 2 cups mozzarella cheese, ½ cup Parmesan cheese, 3 garlic cloves minced, 1 ½ cups tomato sauce, 1 tablespoon chopped parsley, 1 pinch of crushed red pepper flakes, and season with salt and pepper as desired. Stir until combined.
5. Add the chicken to the mixture.
6. Use a spoon to place the mixture into the halved bell peppers. Sprinkle with remaining 1 cup mozzarella.
7. Place the stuffed bell peppers into a deep baking dish. Pour ½ cup chicken broth into the baking dish and cover with foil. The chicken broth will help the peppers steam.
8. Bake until peppers are tender, approximately 1 hour.
9. Uncover and broil 2 minutes.
10. Garnish with more chopped parsley if desired.

- a. Chicken and Peppers
- b. Chicken and Cheese Stuffed Peppers
- c. Chicken and Cheese

2 Read the dialog. Answer the question. 

A: Let's make lunch. I have this great recipe.

B: Great. Do we need **a lot of** ingredients?

A: Well, there aren't too **many** ingredients, but we do need **some** different things. For example, cheese.

B: How **much** cheese do we need? We have **a few** different kinds of cheese in the fridge.

A: We need 3 cups of mozzarella cheese and ½ cup of Parmesan.

B: We have more than enough cheese. Let me see the ingredients. Okay, perfect, we have everything we need.

What do they need to prepare the recipe?

- 3 Sort the ingredients in the recipe into countable and uncountable nouns. 📏

Countable: _____

Uncountable: _____

FIGURE IT OUT 📏

- 4 Read the dialog in Activity 2 again. What are the words in bold used for? 📏 🗣️

- 5 Read the sentences. Circle the best answers.

There are many apples in the fridge.
 There are a lot of oranges on the counter.
 There are some peaches on the table.
 There are a few strawberries in the basket.
 There is some cheese in the fridge.
 There is a lot of cheese in the fridge.
 There isn't much milk in the bottle.
 There is a little soda in the can.
 There is some yogurt in the fridge.

Many is used with *countable / uncountable* nouns.

A lot of is used with *countable / uncountable* nouns.

Some is used with *countable / uncountable* nouns.

A few is used with *countable / uncountable* nouns.

Much is used with *countable / uncountable* nouns.

Little is used with *countable / uncountable* nouns.



PRACTICE ★

- 6 In your notebooks, write down a recipe you know. Include ingredients and steps to follow. 📏
- 7 Take turns to explain the steps you have to follow to complete your recipe to a classmate. 🗣️

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I understand how to use quantifiers.

EXPLORE

What does "healthy habits" mean?

EXPERIENCE

1 Read and listen to the conversation. Answer the questions.   22

Teacher: Today we are going to talk about healthy habits. First, who can tell me what healthy habits are?

Student 1: A habit is something you do regularly, so a healthy habit is a something that you do regularly that is beneficial for your physical or mental health.

Teacher: Excellent. Now, who wants to share some healthy habits with the class?

Student 2: Exercise regularly. Exercise helps control weight, reduces the risk of high blood pressure, heart disease, and diabetes, and it also helps maintain healthy bones, muscles, and joints.

Teacher: Thank you. Who wants to share another habit?

Student 3: Drink water.

Student 4: Sleep between 7 to 9 hours per night.

Student 1: Eat fruits and vegetables.

Teacher: Wonderful. Thank you for sharing these healthy habits. Now, let's learn more about this topic...

What healthy habits do the students mention? _____

Write one more healthy habit. _____

FIGURE IT OUT

2 Read the phrases. Write H for healthy habits and U for unhealthy habits. 

- Exercise every morning. _____
- Eat junk food. _____
- Walk to school. _____
- Sleep 6 hours a day. _____
- Brush your teeth once a day. _____
- Eat fruits and vegetables every day. _____
- Drink soda. _____

PRACTICE★

- 3 In small groups, talk about healthy habits. Make a list of all the healthy habits you can think of. 🦉 📏 🧑‍🤝‍🧑

- 4 Take turns to share the healthy habits you wrote with your class. 🦉 💬
- 5 Work independently. Read the list of healthy habits that you and your classmates wrote. Write sentences to explain which are your healthy habits. 🦉 📏

- 6 Share your sentences in groups. How many of you have the same healthy habits? 🦉 💬
- 7 With your group, talk about which healthy habits you would like to adopt in order to have a better quality of life. 🦉 💬

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to write and talk about healthy habits.

EXPLORE

What is your favorite food? What do you like about your favorite food?

EXPERIENCE

1 Read and listen to the conversations. Circle the correct option.   23

Conversation 1

- Man:** Did you call **me**?
- Woman:** Yes, I called you. Can you help me today?
- Man:** Sure, what can I do for **you**?
- Woman:** Can you take me to the grocery store? We need to get food for the new healthy diet.
- Man:** Ok, I can pick you up in 15 minutes.
- Woman:** Great! See you then.

Conversation 3

- Man:** Who is your favorite sibling?
- Woman:** My brother John. I really like him.
- Man:** Why do you like **him**?
- Woman:** **He** is very funny and he always helps me and other members of the family.
- Man:** Really?
- Woman:** Yes, the other day my mom didn't feel well and **he** cooked some healthy meals for **her** and took **them** to her house. He even put them in the fridge and freezer!
- Man:** He sounds nice.
- Woman:** **He** is.

Conversation 2

- Woman:** What is your favorite food?
- Man:** My favorite food is fish.
- Woman:** Do **you** eat it every day?
- Man:** Not every day, but I do eat it four times a week.
- Woman:** Wow, that is very healthy. Why do you like fish so much?
- Man:** **It** is lean and healthy. It makes me feel full for longer.

Conversation 4

- Man:** I can't find the ground beef for tonight's dinner.
- Woman:** I took it from the freezer and put it in the fridge.
- Man:** Great. I found it. Do you know where the extra spicy seasoning and the garlic salt are?
- Woman:** I think they are in that cupboard on the right.
- Man:** I don't see them.
- Woman:** I'll help you look. One of **us** will find them.



In conversation 1, the woman...

- a. needs to buy some food. b. likes healthy food. c. doesn't eat a healthy diet.

In conversation 2, the man prefers fish because...

- a. is tasty. b. is unhealthy. c. he feels full.

In conversation 3, John...

- a. is a bad person. b. likes healthy food. c. cooked for his mother.

FIGURE IT OUT

- 2 Read the conversations in activity 1 again. Write the words in bold in the correct column. 

Subject Pronouns	Object Pronouns
she	her
it	it
we	us
they	them

- 3 Complete the statements.

Object / Personal pronouns are objects / subjects of a verb.

Object / Personal pronouns are objects / subjects of a verb.

PRACTICE

- 4 Underline the correct pronoun.

- I / me want to go get to school early.
- Liz and I / we are having lunch today.
- Jack is stronger than he / him.
- They don't want to listen to we / us.
- The exam is for she / her.

Language tips

Personal pronouns are used when they are subjects of a verb.

She is my sister.
We are students.

Object pronouns are used when they are objects of a verb.

Martha likes **him**.
I work for **them**.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I understand the difference between object and subject pronouns.

EXPLORE

What type of diet do you think is the most effective? Why?

EXPERIENCE

1 Read the conversation. Answer the questions below.

Interviewer: Hello and welcome to “Your Healthy Lifestyle”, the show where we talk about the changes we can make in our lives to be healthier and feel better. Today we have Dr. Jones here with us. He is a nutritionist. Hello, doctor.

Dr. Jones: Hello. Thank you for inviting me.

Interviewer: It's a pleasure. Tell us, what are you going to teach us today?

Dr. Jones: Today we will talk about different diets. First, I want people to understand that the word diet refers to a way of life, so our diets have to be part of our lives.

Interviewer: Exactly! Diet is the food we eat every day. Right?

Dr. Jones: Yes. There are some foods that are better than others and there are some lifestyles that can be better for our bodies. Today I want to share three different diets with you. Let's start with the Mediterranean diet. I consider it, the world's healthiest diet. It is abundant in fruits, vegetables, legumes, whole grains, and olive oils. Sources of protein mostly come from fish, and poultry, instead of red meat. Red wine is consumed regularly in moderate amounts. It is my favorite.

Interviewer: It sounds interesting and delicious! My mom likes to drink a glass of wine at lunchtime. She may like this diet, too.

Dr. Jones: Next, I want to talk about a “special” type of diet that can help when people have some health problems. People who need to lose weight and lower their risk of disease can follow the low-carb, whole-food diet. It is flexible and it allows you to adjust the amount of carbs you eat depending on your goals. It is abundant in vegetables, meat, fish, eggs, fruits, nuts, and fats, but low in starches, sugars, and processed foods.

Interviewer: Oh, I think my brother and I should follow this diet. Our only problem is that we love sugar.

Dr. Jones: This diet can help you get over your sugar cravings. Go to a nutritionist to get the proper guidance. Finally, I want to talk about the DASH diet. DASH stands for “dietary approaches to stop hypertension”. It is a diet promoted by the National Heart, Lung, and Blood Institute to prevent, or stop, high blood pressure. This diet emphasizes the consumption of fruits, vegetables, whole grains, lean protein, and low-fat dairy, and encourages you to avoid foods that are high in saturated fats such as some oils, sugary beverages, sweets and candy, fatty meats, and full-fat dairy foods. This diet is low in sodium. It is balanced and you can follow it for a long time. It is as healthy as the Mediterranean diet.

Interviewer: There you have it. Next time you eat something, allow yourself to think if your diet choices are healthy. Thank you Dr. Jones.

Dr. Jones: Thank you, good-bye.

1. What is the conversation about? _____
2. What does the word diet refer to? _____
3. Which diets does text mention? _____
4. According to the text which is the healthiest diet? _____
5. Which diet from the text do you consider the best one? Why? _____

FIGURE IT OUT

- 2** Read the sentences. Identify the possessive adjectives. Then make a list with personal pronouns and the corresponding possessive adjectives in your notebook.

My favorite healthy diet is the Mediterranean diet.

Low-carb eating is his way of staying healthy.

Fruits, vegetables, and lean protein are some of its key elements.

What is your favorite healthy diet?

Her diet is not healthy.

The DASH diet is our preferred diet.

Their mom always eats dessert.

- 3** Complete the sentences with a personal pronoun or a possessive adjective.

- a. _____ sister eats healthy food. d. _____ teacher is nice. We like her a lot.
 b. _____ usually exercises in the morning. e. I can't answer the phone right now.
 c. _____ parents are at the gym. _____ am in school.

PRACTICE

- 4** Read the text in Activity 1 again. Make a diet comparison chart.

- 5** Share your comparison chart with a classmate. Discuss what the differences and similarities are.
- 6** Discuss with your class what is the best diet and why you think so.

Life project

- 7** In groups, discuss why having a healthy diet is important for your future. What other healthy decisions can you make for your future?

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand general and specific information from a reading text.
- I know how to compare different diets.

EXPLORE

Why are diets important?

EXPERIENCE

- 1 Listen to the conversation. Discuss the questions. Make some notes with key words as you listen. 📖 🎧 24

What are the people talking about?

Do you think the person has a healthy diet? Why? Why not?

- 2 Read and listen to the conversation again. Were your answers to the questions in Activity 1 correct? 📖 🎧 24

A: What do you usually eat during the week?

B: Hmmm... I eat red meat almost every day. It is my favorite.

A: What vegetables do you eat?

B: Oh, I don't really like many vegetables, I just like to eat potatoes and sometimes I eat tomatoes.

A: Do you eat fruit?

B: Eugh, no, I hate fruit.

A: I don't think your diet is very healthy.

B: I think it is. I don't eat bread or sugar and I always drink water. How about you?

A: Well, I only eat red meat once a week. I mostly eat chicken or fish. I eat a variety of vegetables. I don't really like fruit, but I sometimes eat apples, pears, oranges, and grapefruits. I do eat cereals such as oatmeal or brown rice. Sometimes I eat nuts. I like to drink tea and plain water.

B: Do you consume sugar?

A: Not really, I enjoy ice cream, but I never eat ice cream more than once a month.





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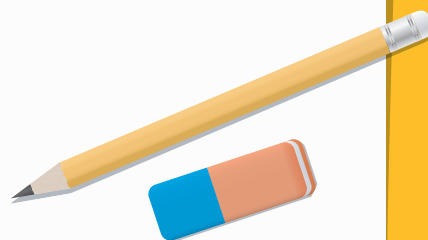
- 



- I understand specific information from a listening text.
- I know how to talk about diets.

PROJECT

Presentation about eating habits around the world.



1 Work in groups. Discuss the questions. 🧑🏫💬

Do you think eating habits are different in different parts of the world? Why?

2 Write a list of countries you find interesting so you can research the eating habits of those countries. 🧑🏫📄

3 Decide and determine how you will research your information. Write down some questions that will allow you to find out specific information of the eating habits in those countries. Look at the examples. 🧑🏫📄

What do they eat for breakfast? How many meals do they eat in a day?

4 Research the questions about your chosen countries. You can check on the web or in books or magazines. 🧑🏫⚙️

5 Share your findings with your group. Select the most relevant information to include in your presentation. Make comparisons and identify the similarities and differences between the eating habits. 🧑🏫🧑🏫

6 Decide how you will present the information to your class. Will you make a poster? Will you create a computer presentation? Remember to include pictures too. 🧑🏫⚙️

7 Create your presentation. 🧑🏫⚙️

8 Present your findings and comparisons to the class. 💬

Co-evaluation

Name _____	Yes	No
• Looked and selected relevant information.		
• Participated in group discussion.		
• Finished the task on time.		
• Clearly presented the poster/ presentation to the class.		

We could improve at

1 Circle the option that best completes the sentences.

- a. While I *had* / *was having* coffee with Max at the restaurant, he told me a scary story.
- b. Last year, Sarah *is going* / *went* / *goes* to Paris, France to visit the Eiffel tower.
- c. I asked her, "How *did* / *was* / *do* / *is* you discover your passion?"
- d. He was *telling* / *told* / *have told* me it was an accident.
- e. When the farmer *took* / *was taking* his cattle to the market, some kids ran in front of the animals.
- f. It's so different. I *saw* / *haven't seen* / *was seeing* anything like that before!
- g. She *didn't go* / *went* / *have gone* to school today. She was sick.
- h. I *haven't been taking* / *didn't took* / *took* English lessons this year, instead I am taking swimming lessons.
- i. *Has* / *Have* / *Did* you been walking to school every morning?
- j. *Has* / *Have* / *Did* Sam ever been to England?
- k. What *did* / *have* / *do* / *was* you have for dinner last night?
- l. I *was reading* / *read* / *have been reading* a book last night when it started / *was starting* / *has* raining.

2 Check ✓ the sentences that are correct.

- a. Paloma was happy to knew in Brandon College she is accept. _____
- b. While we ate dinner, the doorbell rang. _____
- c. They were celebrating after they won the game. _____
- d. My dad arrived before we were being ready. _____
- e. We all laughed when we saw him fall. _____

3 Rewrite the incorrect sentences from Activity 3.

- a. _____
- b. _____
- c. _____

Unit 3

Then and now

Unit Purpose

- Narrates past actions and stories using simple past, past progressive, and present perfect using connectors such as *when*, *while*, *before*, and *after*, to sequence the stories.
- Describes travel experiences, cities, places, news, and environmental changes using the present perfect tense and the present perfect progressive tense.

Competences

Generic

- **4.4** Use a second language to communicate in everyday situations.
- **4.5** Uses information and communication technologies to obtain information and express ideas in a responsible and respectful manner.
- **8.3** Take a constructive attitude when working in teams, based on personal knowledge and abilities.

Disciplinary

- **C10** Identify and interpret the main idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements, and cultural context.
- **C11** Communicate in a foreign language using a logical oral or written discourse, consistent with the communicative situation.

PROJECT

Comic about a traditional story

Learning outcomes

By the end of the unit, I will be able to

- write a text with actions in the past progressive about yesterday's activities
- practice reading comprehension
- complete questions with the correct form of the verb
- write about a funny or scary experience using *before*, *after*, *while*, and *when*
- produce a written and oral conversation with a partner about where one can find certain places in their city
- write a report about an environmental issue
- make a glossary

Extra help:

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| • Quizzes 1 & 2 | 116 |
| • Glossary with vocabulary from the unit | 121 |
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EXPLORE

What activities do you do when the weather is not nice?

EXPERIENCE

1 Read the text. Answer the questions. 

It was a cold, gray, **thundering** evening. It was raining really hard.

Mikel and his sister Mia were feeling bored. At first, they tried to stay busy doing different activities. While Mikel was reading a book, Mia was sewing a new skirt. While they were talking about what to eat for lunch, the electricity went out. They decided to make sandwiches for lunch. Mikel and Mia were eating lunch when the phone rang. Their mother was calling to say she was coming home. After they ate lunch, they sat by the window and watched the rain. Suddenly the rain turned into snow and it covered the streets.

"I hope mom gets here soon," Mikel said.

"I do too, this weather is very dangerous to drive in," said Mia.

Just as they were getting ready to call their mom again, she arrived. They saw that she had groceries in the car, and she was wearing a big coat. Mikel and Mia put on their coats and helped their mom unload the groceries.

"I'm glad I am home, I was freezing," said the mother.

As their mother was putting the groceries away, Mia was setting up a board game so they could play it. She had to light candles to illuminate the room.

"Are you ready to play mom?" asked Mia.

"Just a moment please," her mom replied.

Meanwhile, Mikel was lighting a fire in their fireplace. The heaters can't work without electricity and it was getting very cold.

"Sorry for the delay, I was preparing hot chocolate," the mom said.

While they were playing, the electricity came back. It was still snowing so nobody could go out. They played until dinner. After dinner, they all went to bed. They all had a great time.

1. Why were Mikel and Mia feeling bored?

d. because it was getting late

e. because they couldn't go out

f. because they had too much homework.

2. How did Mikel and Mia try to stay busy?

a. they went to the movies

b. they called their mother

c. they did different activities

3. What happened while they were playing?

a. the electricity came back

b. it started snowing

c. they lit some candles.

FIGURE IT OUT

2 Read the sentence. Circle the option that best completes the ideas.

While they **were talking** about what to eat for lunch, the electricity **went out**.

The first action occurred **before / during / after** the second action.

The verb in the first action is in the **simple past tense / past progressive tense**.

The verb in the second action is in the **simple past tense / past progressive tense**.

3 Read the Grammar Fast facts to check your answers.

PRACTICE

4 Complete the sentences with the correct form of the verb.

- My sister arrived (arrive) from school while I was having (have) lunch.
- The teacher was explaining (explain) Math when James interrupted (interrupt) her.
- The students were talking (talk) when the principal got (get) into the classroom.
- I was listening (listen) to music when the phone rang (ring).
- We were watching (watch) a movie when the electricity went (go) out.

5 Think about last evening. Write three things some members of your family were doing while you were at home.

6 Share some of your sentences with the class.

Fast Facts

We can use past progressive to:

Talk about actions that were in progress at a specific point in the past:

Jonas **was playing** football yesterday afternoon.

Talk about two actions that were happening at the same time:

Mikel **was reading** a book **while** Mia **was sewing** a new skirt.

*Note: the key expression that tells us that 2 actions are taking place at the same time is the word **while**.

Talk about an action that was happening in the past and was interrupted by another action in the past:

We were eating dinner, when the telephone **rang**.

*Note: the key expression that indicates "interruption" is the word **when**.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand when to use the past progressive tense.
- I know how to express ideas using the past progressive tense.

EXPLORE

What do you do when things don't go as planned?

EXPERIENCE

1 Read the text. Answer the questions.

Dear Lucas,

I hope you are doing well. I am writing to tell you about the events that happened last week. It was a horrible week. On Monday, I was late for school. I asked my mom to drive me to school, but the car wasn't working. I went to the bus stop to try to catch the bus. It was already very late, and the buses weren't coming fast enough. Eventually, I was able to catch a bus. While on the bus, I noticed there weren't any empty seats. I had to stand for an hour and a half until I got to school. I needed to hand in an important assignment that day, but when I got to the classroom, the teacher wasn't receiving any more assignments. I begged and begged, but she said no. Then on Tuesday, the cat ate the phone **charger** while I wasn't looking. On Wednesday, I studied for my English test, but I didn't realize I wasn't studying the correct topics, so I failed. On Thursday, I wanted to watch my favorite show, but the TV wasn't working. On Friday, I went to the movies, but it was only until the movie started that I realized I wasn't wearing my glasses. I wasn't able to watch the movie. I wasn't happy at all. Finally, today, Saturday, I wasn't planning on doing anything in particular, and still, something else went wrong. As I was going down the stairs, I wasn't looking carefully, I tripped over the dog and broke my leg. I had to go to the hospital, got X-rays, and now I have a cast on my leg. I wasn't expecting to have such a terrible week!

Anyway, tell me, how was your week? Hopefully, better than mine.

Love,
Masha.



a. What is the letter about?

b. What are the things Masha couldn't do?

c. How did Masha feel?

d. What advice could you give Masha?

e. How did you feel reading Masha's letter?

FIGURE IT OUT

2 Read the sentences. Circle the best option to complete the information.

When I got to the classroom, the teacher wasn't / was receiving any more assignments.

As I was/wasn't going down the stairs, I wasn't/was looking and I tripped with the dog and broke my leg.

My classmates were/weren't in the classroom when I arrived.

The past progressive in negative is formed with was/were + not + verb + ing.

PRACTICE

3 Change the sentences into the negative form.

a. Last week I was visiting my brother in France.

b. At 5 o'clock she was cooking dinner.

c. James' dog was barking all night long.

d. My sisters were laughing at my jokes.

e. They were playing soccer yesterday.

4 Think about things you do during the weekend. Write down three things you were not doing on Wednesday, but you were doing during the weekend.

5 Share your sentences with a classmate.

6 Report any similarities back to the class.

Fast Facts

The negative form of the past progressive is as follows:

Full form

I was not listening to music.

You were not listening to music.

He/She was not listening to music.

We were not listening to music.

Contracted form

I wasn't listening to music.

You weren't listening to music.

He/She wasn't listening to music.

We weren't listening to music.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand when to use the past progressive tense in the negative form.
- I know how to express ideas using the past progressive tense in the negative form.

EXPLORE

Brainstorm activities that you do every day or almost every day.

EXPERIENCE

1 Listen to the conversation. Complete the chart.  25

Activities Leah was planning to do	Activities Leah did

FIGURE IT OUT

2 Read the conversation. Underline the questions. 

- Tom:** Hey, what were you doing yesterday?
Leah: Well, I did many different things yesterday.
Tom: Were you sleeping in the morning?
Leah: I was sleeping at 7 o'clock, but I got up at 7:30 am.
Tom: During breakfast, what were you eating?
Leah: Hmmm... I was eating pancakes.
Tom: Were you listening to the radio while you ate breakfast?
Leah: No, I wasn't. I was listening to the radio while I was walking later that day.
Tom: Where were you walking to?
Leah: I was walking to school.
Tom: Why were you walking to school?
Leah: Oh, well I don't have a car, and I like to do it.
Tom: What were you planning on doing yesterday afternoon?
Leah: I was going to spend the afternoon at the beach, but I decided to get my homework done instead.
Tom: Was Liam spending the afternoon with you?
Leah: No, he told me he was going to go to a job interview. The last time I saw him yesterday, he was reading some information he needed for the interview.
Tom: Thank you for sharing what you did yesterday with me.
Leah: No problem.



3 Complete the questions and answers.

_____ you _____ at 7:00 o'clock?

Yes, I was sleeping at 7:00 o'clock.

Were you watching TV at 10:30?

_____, I _____. I was sleeping.

_____ he doing the homework with you?

No, he wasn't.

_____ were you _____?

I was going to school.

_____ were you crying?

Because I _____ feeling sad.

PRACTICE★

4 In your notebooks, make a list of the things you were doing yesterday. 📝 📅

5 Use your list to write down a paragraph where you talk about the things you were doing yesterday. 📝 📅

6 Exchange your paragraph with a classmate. Read your classmate's paragraph and help him or her identify and correct any mistakes. 📝 👥

7 Work in groups. Take turns to ask and answer about what you were and weren't doing yesterday. 📝 👥 💬

8 Share with your class if any of you were doing similar things yesterday and what those things were. 📝 💬

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to express ideas using the past progressive tense in affirmative, negative, and interrogative form.

EXPLORE

What do you know about the Olympic Games?

EXPERIENCE

1 Look at the text and the picture. What type of text is it? Who is the audience? 

2 Listen and read the text. Answer the questions.     26

History of the Olympic Games

The Olympic Games originated in **ancient** Greece. Scholars believe the first Olympic Games took place around 3,000 years ago. The first written records of the ancient Olympic Games date to 776 B.C. A cook named Coroebus won the only event there was. The event was a 192-meter footrace called stade. He was the first Olympic champion. However, it is believed that there were other Olympic Games before this one, only there are no written records. Legends say that Heracles, son of Zeus and the mortal woman Alcmene, started the games. By the end of the 6th century, they were the most famous of all Greek sporting festivals. The ancient Olympics were held every four years. They took place between August 6th and September 19th, during these days, there was a religious festival to honor Zeus. The name of the Games comes from their location at Olympia, near the western coast of the Peloponnese peninsula. The period of four years associated with the Olympic Games is called an Olympiad. As more Olympiads passed, more events became part of the Olympic Games, more races and other disciplines such as the pentathlon, boxing, and chariot racing. Only freeborn male citizens of Greece could participate in the Olympic Games. There were no women events.

After the Roman Empire conquered Greece, the games continued for a while. In 393 A.D., Emperor Theodosius I, a Christian, banned all **"pagan"** festivals. This ended the tradition of the ancient Olympic Games.

It wasn't until Baron Pierre de Coubertin, who was inspired by visiting the ancient Olympic site, proposed the idea of reviving the Olympics as an international athletic competition that took place every four years.



He **founded** the International Olympic Committee (IOC) in 1894. The first modern Olympic Games took place in Athens, Greece, in 1896. There were 280 participants from 13 nations. All of the competitors were male. They competed in 43 events, such as gymnastics, track and field, swimming, wrestling, tennis, cycling, weightlifting, shooting, and fencing. There were no Olympic Games during World War I and World War II. In 1924, the Olympic Games took place in Paris, France. That time, around 3,000 athletes from 44 nations competed, including more than 100 women. These were the first Games to feature a closing ceremony too. After these Olympic Games, the event really gained popularity as an international sporting event.

a. What is the text about?

b. Where does the word Olympic come from?

FIGURE IT OUT

- 3 Read the text again. Make a timeline about the history of the Olympic Games 📖 📅 📌

Language tip ⚡

To write a summary first skim the text and understand it. Highlight relevant information and take notes. Then, in your own words write down the main ideas and the key supporting ideas.

PRACTICE ★

- 4 Using the timeline. Write a summary about the Olympic Games text. 📖 📅 📌

- 5 Exchange your summary with a partner. Read your partner's summary. Is there anything he/she can improve? 📖 👥

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand the main idea and specific information from a text.
- I know how to use strategies to summarize a reading text.

EXPLORE

Talk with your classmates about the activities you did yesterday afternoon.

EXPERIENCE

1 Listen to the conversation. What is it about?  27 

2 Read and listen to the conversation. Answer the questions.  27 

A: What were you doing yesterday afternoon?

B: At 4 pm, I was doing my homework when the doorbell rang.

A: Who was at the door?

B: It was some people that were selling some books; I told them I wasn't interested. I closed the door and continued doing my homework.

A: Was that all you did yesterday afternoon?

B: No. After I finished my homework, I decided to have a snack. I was watching TV while I was eating my snack. I later took a shower and went to bed. I think it was a very boring afternoon.

A: Well, it doesn't sound very exciting...

B: How about you? Did you do anything exciting yesterday afternoon?

A: Not really. I had to wait for my brother to finish his soccer practice before I could go home.

B: What were you doing while you waited?

A: I tried doing my homework, but it was too **noisy**. I couldn't concentrate.

B: So, what did you do then?

A: I just played a video game on my phone.

B: Well, that isn't so terrible.

A: No, playing wasn't terrible. The terrible part was doing my homework at 9 p.m. while my mother scolded me. She was angry I didn't do my homework while I waited for my brother.

B: That sounds bad.

A: It was.



a. What was happening when the doorbell rang?

b. What did they say about last afternoon?

FIGURE IT OUT

3 Complete the chart.

Questions	Answers
What _____ you doing last afternoon?	I _____ listening to music.
Where _____ she _____ last afternoon when you saw her?	She _____ going to the gym.
Why _____ they _____ the uniform last afternoon?	Because they _____ going to school.
_____ you watching TV last afternoon?	Yes, I _____. /No, I _____.
_____ he doing the homework last afternoon?	Yes, he _____. /No, he _____.

PRACTICE

4 Complete the questions with the correct form of the verb.

- What _____ you _____ when the phone rang? (do)
- _____ you _____ soccer yesterday morning? (play)
- What _____ you _____ last night? (eat)
- _____ you _____ a good time last weekend? (have)
- Where _____ you _____ while they weren't here? (stay)
- Why _____ the children _____ during the movie? (sleep)
- Where _____ you _____ dinner? (have)

5 Write an appropriate answer for each question in Activity 4.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

6 Take turns to ask and answer the questions with a partner.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I know how to ask and answer questions using the past progressive.

EXPLORE

Do you prefer funny or scary stories? Why?

EXPERIENCE

1 Look at the pictures. What do you think the story will be about?



2 Read the text. Answer the questions.

Last summer, I went to a summer camp. We slept in **cabins**. There were 8 teens in each cabin. One night **after** everyone was in bed, some of the boys in my cabin proposed we told some scary stories. I didn't really know any scary stories, but I love listening to them.

A guy named Gabe was the first one to tell his story. He said it was a true story and that it had happened at that summer camp many summers ago. **Before** he really started telling his story, we all put our **pillows** and blankets on the floor, and sat in a circle. At first, I didn't really think it would be a scary story; it was just the same old things. A **bunch** of kids were at the summer camp and they were always bullying the same boy. One day, **after** a swimming competition, these mean kids hid the poor boys clothes. He was very **embarrassed** because he couldn't find his clothes and had to walk back to his cabin only in a towel **while** everyone was making fun of him. The bullies had planned to embarrass him even more during dinner, but **before** they could do it, the boy disappeared. **While** everyone at the camp was searching for him, the mean kids felt bad, but it was too late. According to the story, the boy returned as a ghost that very same night and terrorized his bullies.

They were so scared they weren't able to sleep any night after that night and they never returned to camp.

According to Gabe, nobody really knows what really happened to the boy, but they say that the cabin where we were staying is the same cabin where his bullies stayed. The legend says that sometimes, the ghost comes back and haunts anyone that stays in the same cabin.

As Gabe was sharing the last part of his story, there was a loud noise outside the cabin. We were all scared, but we didn't see anything **when** we looked out the window. We *played rock, paper, scissors* to decide who would go out and look. **After** I lost, I had to go out and see what was making the strange noises outside.

I was terrified. **When** I turned the corner to the back of the cabin, there was suddenly a loud noise and something fell on my head. I screamed. The thing that fell on my head meowed loudly and **scratched** me. It was a cat! Suddenly, I wasn't feeling so scared. I returned to the cabin and told the others about the cat. We all laughed and felt much better. It is a great scary but funny memory from my time at the summer camp.

- a. What were the boys doing at night?

- b. According to Gabe's story what happened after a swimming competition?

- c. What happened to one of the boys?

- d. Why were the boys so scared?

- e. Did they have a good time?

FIGURE IT OUT

3 Read the text again. What are the words in bold used for? 

4 Complete the sentences with the correct word from the box.

before after while when

- a. My mom picked me up _____ she went to the doctor.
- b. The students were talking _____ the teacher was explaining the project.
- c. We can go to play soccer _____ your brother finishes school.
- d. _____ my dad calls, I'll tell him about my report cards.

Fast Facts

Before, after, while and when are time conjunctions. They are used to connect an action or an event of time.

PRACTICE

5 Think of a funny or scary anecdote that you experienced. Use the space below to write down the main events of your anecdote.  

6 Use your notes to write a paragraph where you tell your anecdote in your notebooks. Make sure to use the words before, after, while, and when.  

7 Exchange your text with a partner. Read your partner's work help him or her identify and correct any grammar, spelling, or punctuation mistakes.  

8 Take turns to share your anecdote aloud with the class.  

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use the words before, after, while, and when.
- I know how to write a story using conjunctions of time.

EXPLORE

Do you like to travel? Make a list of the places you visited. Share your list with your classmates.

EXPERIENCE

1 Read and listen to the conversation. Answer the questions. 28

Paul: Jules! It's nice to see you. Come sit down. We are talking about travel experiences.

Rick: Hi Jules! Nice to see you. I was telling Paul that I **have visited** Portugal several times.

Jules: Wow! I **have lived** in this city since I was born. I **have only traveled** out of the city once.

Paul: Really? I **have traveled** to Michoacán every year since I was four. My dad's family lives there.

Rick: How do you get there?

Paul: I know you can drive there, but we **have** always **taken** a plane.

Jules: I **have** always **wanted** to take a plane. Have you ever been on a boat?

Rick: No.

Paul: I **have taken** a train, but not a boat.

Jules: Wow! I have only **ridden** a horse and a bike.

- What are the boys talking about? _____
- What did Rick visit? _____
- Where did Paul go? _____
- Do the boys like traveling? _____

Discuss and complete the following in small groups. 🎭 ⚙️

Do you think traveling can help with mental health? Why?
Use the Internet to do some research to support your opinion.
Share your conclusions with the rest of the class.

FIGURE IT OUT

2 Read and compare the sentences. Complete the information with the words below.

past have present has participle past

Simple past tense	Present perfect tense
I visited Portugal last year. Paul traveled to Guerrero last month. Mark went to Monterrey a year ago.	I have visited Portugal several times. Paul has traveled to Guerrero since he was four. Mark has gone to Monterrey since he was a kid.

The simple past tense is used to talk about completed actions that happened in the _____.

The present perfect tense is used to talk about actions that started in the _____ and continue in the _____. It is formed with auxiliary _____ or _____ + verb in the past _____.

3 Write the past participle of the verbs.

- a. ride _____
- b. awake _____
- c. ask _____
- d. call _____
- e. decide _____
- f. eat _____

Fast Facts ⚡

We use the present perfect to indicate a link between the present and the past. The action happened before now, but we don't know exactly when.

PRACTICE ★**4 Complete the sentences with the correct form of the verb.**

- a. I have _____ (play) soccer since I was 9.
- b. My parents have _____ (work) at the same company for 5 years.
- c. The students have _____ (meet) the English teacher since 3rd grade.
- d. There have _____ (be) many earthquakes in Guerrero.
- e. Astronauts have _____ (travel) to the Moon.

5 Talk about some places you have visited. Share some details about your trips. Look at the example. 🗣️

I have traveled
to Guanajuato.

What did you
do there?

I saw the mummies and
ate enchiladas mineras.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use the present perfect tense.
- I understand the difference between the simple past and the present perfect tense.

EXPLORE

How do you take care of the environment?

EXPERIENCE

1 Look at the pictures. What do you think the text will be about. **2** Read the text. Answer the questions. 

The other day, I read an article about the importance of taking care of the environment. The article explained that human influences and natural ecological processes most often cause environmental changes. Climate change and changes in ecosystems due to loss of biodiversity are some of the changes that may damage human health. It also mentioned a list of things that people should try to do in order to take care of the environment. As I read the list, I noticed that I haven't taken good care of the environment. My family hasn't taken good care of the environment either. Why? Well, here are some of the things I noticed:

- We haven't conserved water. We are usually very wasteful and let the water run too long when we brush our teeth or when we take showers.
- We haven't reduced our greenhouse emissions. We take our car everywhere all the time. We haven't taken public transportation or ridden our bicycles to run errands ever.

- We haven't recycled anything ever. I hadn't even thought about recycling as something you can do at home.
- We haven't reused bags to go to the grocery store and we haven't avoided using disposable plates, spoons, glasses, cups, or napkins.
- We haven't switched our light bulbs for LEDs.
- We have never planted a tree.
- We haven't eaten sustainable foods.
- We always buy packaged food.

There are several other things that I've noticed that we as a family should change, but these are just the most important.

How about you? Do you take care of the environment? Which of these things have you or haven't you done?

a. What is the text about? Were your predictions right or wrong? Discuss.

b. According to the text what are some of the things humans can do to take care of the environment?

FIGURE IT OUT

3 Read the text again. Underline the affirmative and the negative sentences in the present perfect tense. 

4 What is the negative form of the present perfect tense? 

PRACTICE

5 Write the negative form of the following sentences in the present perfect tense.

a. She has talked to Marion.


b. We have been to the USA.

c. My dad has gone to work.

d. I have lived here for five years.

e. It has rained a lot this month.

6 Write some things you haven't done to take care of the environment. 



7 Share your list with a classmate. 

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to use the present perfect tense in the affirmative and in the negative form.
- I know how to write and talk about things I haven't done.

EXPLORE

Brainstorm interesting experiences you can talk about.

EXPERIENCE

- 1 Look at the text. What type of text is it? Where you can find these type of texts? Discuss.

"Have You... Questionnaire"

1. Have you ever changed your hairstyle or clothing style?
Yes, I have changed my hairstyle several times.
2. Have you ever ridden an animal?
No, I have never ridden an animal.
3. Where have you traveled?
I have traveled to Chiapas and Oaxaca.
4. What sports have you played?
I have played soccer and basketball.
5. Where is the best place you have ever been?
The best place I have ever been is my grandma's house.
6. What's the craziest thing you have ever done?
I once went bungee jumping.
7. What interesting foods have you eaten?
I met a Korean student and she shared with me some kimchi, a traditional Korean side dish of salted and fermented vegetables. I didn't like it very much.
8. How long have you studied English?
I started studying English when I was seven.
9. Have you ever yelled at someone in public?
Yes, I once yelled at my brother.
10. Who is the most interesting person you have met?
I met my favorite book author. It was great.

- 2 Read the text in Activity 1. Answer the questions.

- a. What is the purpose of the questionnaire?

- b. What are the topics included in the questionnaire?

FIGURE IT OUT

3 Read the sentences. Complete the chart.

Have you done the homework?

Yes, I have.

Has she played soccer?

No she hasn't.

What sports have you played?

I have played soccer and basketball.

Where has he been?

He has been to Canada.

How long have you studied English?

I started studying English when I was seven.

Language tip

When making questions in the present perfect tense, the verb is in the past participle form.

The contraction of **have not** is **haven't**.

The contraction of **has not** is **hasn't**.

Yes/No questions			
Auxiliary	Pronoun		Short answers
_____	you	_____ the homework?	Yes, I _____. No, I have not (haven't)
_____	she	done the homework?	Yes, she has. No, she has not (_____)

Wh Questions					
Question word	Auxiliary	Subject	Verb		
What		you	done	In Taxco?	I _____ visited the town.
Where		She/he	done	In Taxco?	He/She _____ bought silver jewelry.
How long		you	studied	English?	I started studying English when I was seven.

PRACTICE

4 Work in pairs. Come up with some interesting questions you can ask and answer about your life experiences. Write them down.

5 Exchange your written questions for others to answer using real life experiences.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to ask questions using the present perfect tense.
- I know how to ask and answer questions about my life experiences using the present perfect tense.

EXPLORE

Make a list of interesting places you have visited in your city or town. Share your lists with your classmates. Explain why those places are interesting for you.

EXPERIENCE

1 Listen to the conversation. What are they talking about?  29 

2 Read and listen to the conversation. Answer the questions below.  29 

- Museum of Natural History
- City Music Hall
- Mexican food



Lucio: My cousins are coming to visit from another country. I'm writing down fun or interesting places to take them to. Have you ever been to the Museum of Natural History?

Elena: No, I haven't.

Lucio: Do you think it could be an interesting place for a tourist?

Elena: Yes, I think so. Where is that museum?

Lucio: It's on the corner of 3rd Street and Main Street.

Elena: Have you traveled to a different country before?

Lucio: Yes, I have.

Elena: I think you should think about the places you visited there and try to think of similar places you can show a tourist here.

Lucio: That is a good idea.

Elena: Oh, I know. Have you attended a concert at the City's Music Hall?

Lucio: No, I haven't. Are they good?

Elena: They are amazing! They also have a special program with traditional music concerts.

Lucio: Where is it located?

Elena: It's downtown. I can't remember the street, but we can use the Internet to find the address.

Lucio: Good idea. I'll write it down too.

Elena: Have you thought of other places where you can take your cousins?

Lucio: I think a good restaurant. Where have you eaten the best food in this city?

Elena: Hmm... I think if you want them to try good Mexican food, you can take them to *Sí Señor*.

Lucio: You are right. I have eaten there and it's very good, very traditional too. Thank you for your help Elena.

Elena: I'm glad I could help.

a. What does Elena say about the Museum of Natural History?

b. What places does Elena suggest?

FIGURE IT OUT

3 Order the words to make questions.

a. Where / have / my / books? / left / I

b. she / done / has / today? / What

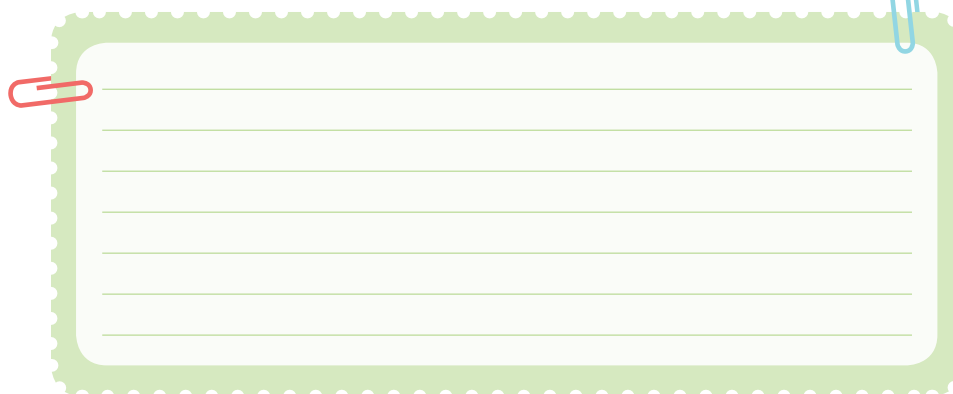
c. already? / has / Why / gone / Peter

d. you / have / in / been / Canada? / Where

e. it / Why / winter? / has / so / much / this / snowed

PRACTICE

4 Make a list of interesting places in your community.



5 Share your lists with a classmate. Decide on which places are the most interesting. Make a new list.

6 In pairs, make a conversation in your notebooks about where you can find the places from your list.

7 Role-play your conversation in front of the class.

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I can have a conversation about where to find interesting places in my community.

EXPLORE

What do you know about elephants? Discuss in groups.

EXPERIENCE

- 1 Listen and read the text. Answer the questions with T for True and F for false. 30

Elephants

Elephants are mammals. They are the largest land animals on Earth. They are intelligent and emotional creatures. They have very characteristic looks, a long nose—called a trunk—floppy ears, and wide thick legs. They are herbivores; this means their diet is based on plants, fruits, leaves, bark and roots. They eat around 200 kilograms of food a day. Scientists recognize two species, the African elephant and the Asian elephant. They live in different continents and there are some differences between these two species. African elephants live in sub-Saharan Africa, the rainforest of Central and West Africa, and the Sahel desert in Mali. Asian elephants live in Nepal, India, and Southeast Asia. There are also subspecies of the African and Asian elephant. African elephants are larger and bigger. They can be up to 4 meters tall and weigh anywhere between 4,000 and 7,000 kilograms. Asian elephants are smaller. They can grow to be 2 to 3 meters tall and weigh around 5,000 kilograms. In the wild, African elephants can live up to 70 years, while Asian elephants up to 60 years.

There are also other physical differences between the two species. African

elephants have larger ears that look like the shape of the African continent. Asian elephants have smaller and rounder ears.

Tusks are another feature that is different between these species. Female and male African elephants have large tusks, while only some male Asian elephants will grow large tusks. Females and a few males grow smaller tusks that don't always grow outside the mouth. Tusks are an essential tool for elephants, since they help them dig, lift, gather food, and also for defense.

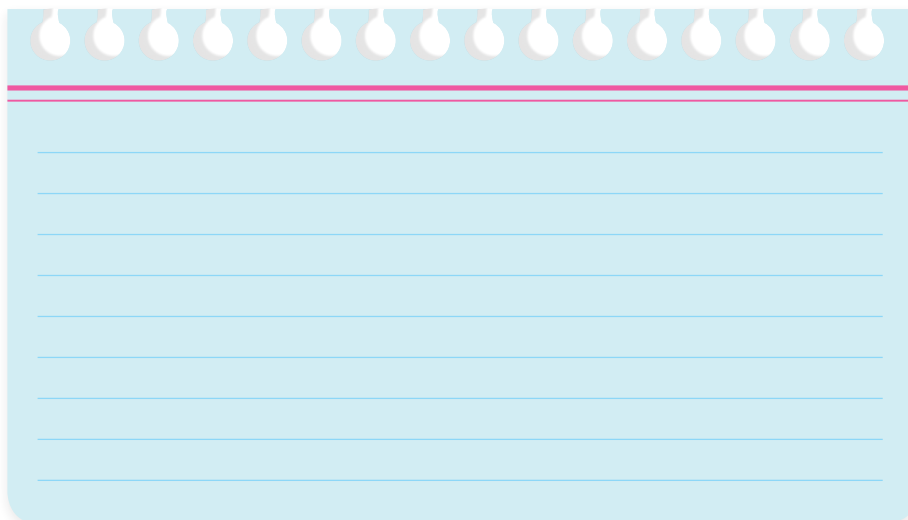
Elephants live in herds. Herds are groups of elephants. They follow a matriarchal structure. The eldest female is in charge. The leader is intelligent and has good problem solving skills and she also has good memory. Elephant leaders use their knowledge and experience to guide the herd to the best spots for food, water and shelter. She also teaches the younger members how to socialize. Herds can include anywhere from 6 to 20 members. When a herd gets too large, they split into smaller groups that stay in the same area. Elephants reach sexual maturity between 8 and 13 years of age. Male elephants leave the herd around this time. Adult males live alone or in small herds with other males.




Elephant pregnancies are long. They last 22 months. Usually only one calf is born. The newborn elephant weighs between 68 and 158 kilograms and is around 1 meter tall. Both African and Asian elephants are endangered species. Habitat loss and poaching are the main threats for their survival.

- | | | | |
|---|-------|--|-------|
| a. There are different types of elephants in the world. | _____ | f. The youngest female is in charge of the herd. | _____ |
| b. Asian elephants are bigger. | _____ | g. The elephant leader protects the herd. | _____ |
| c. African elephants could weigh around 5,000 kilograms. | _____ | h. Herds have up to 20 members. | _____ |
| d. Asian elephants have smaller ears than the African ones. | _____ | i. Adult elephants live alone at the age of 13. | _____ |
| e. Elephants use tusks to defend themselves. | _____ | j. Poachers threaten elephants. | _____ |





FIGURE IT OUT

- 2** Read the text again. Write a question that you can answer with information from each paragraph.  



- 3** Read the text again. Answer the questions you wrote in Activity 2 in your notebooks.  
- 4** Share your questions and your answers with a partner. 

PRACTICE

- 5** In your notebooks, write some questions about some facts that you would like to know about elephants. 
- 6** Look for the answers on different web pages, encyclopedias or books.  
- 7** Share your questions and answers with a group of classmates. 

Language tips

To have a better understanding of a reading text, you can turn some of the information in a paragraph into questions. This may help you understand the specific information better.

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to use reading strategies.
- I understand the general idea and details of a reading text.
- I know how to look for and understand specific information.

EXPLORE

What are your favorite type of stories? What is your opinion of mystery stories? Do you know any? Share them in groups.

EXPERIENCE

1 Read the text. Answer the questions.

My strange story took place on Friday last week. It was late at night and I had a difficult week at work, so I was happy for the weekend to finally arrive. The full moon was illuminating the sky and everything was quiet. I was walking home when something strange happened to me. I was kicking a can as I walked through the local park. Suddenly, I felt very tired and decided to sit on a bench right next to a pond to look at the moon. I was looking at the moon when I started wondering if it was really made out of cheese. Apparently, I was too tired because I closed my eyes and fell asleep. When I woke up, I was shivering. It was very dark and cold. The wind was howling loudly. It looked like a lot of time had passed. I could see people walking through the park too, but now everything looked empty. I stood up and stretched. As I was turning around to leave, I heard a splash. I quickly turned around and looked at the pond. I saw the water moving. Suddenly, I saw something brown and ugly looking at me. A monster! It had sharp teeth and very long arms. How long has that thing been looking at me? I noticed it was stretching its arms, trying to catch me. I was so scared. I didn't know what to do. Just when I thought everything was lost, I heard a loud crack right behind me. The sound made me notice that I was standing still, so I screamed and jumped over the bench, trying to get away from the monster. Right then, someone appeared right next to the pond. It was a man wearing strange clothes. "I have been waiting for this moment for a long time," he said. Then, he threw a strange stick at the monster in the water; with a loud sound and a bright light, the monster disappeared. "What were you doing sleeping next to a pond on a full moon?" the man asked me. "I have been tired, I didn't notice when I fell asleep," I replied. "Well, don't do it again. Don't you know that you should never sleep next to a pond on a full moon's night? I don't want to imagine what could have happened" he said. I was speechless. I wanted to ask more questions, but just as fast as the man came, he disappeared. I was very confused, but I decided to walk home. I'm never sleeping next to a pond again, and much less on a full moon's night!

1. When does the story take place?

- a. On Friday
- b. Last week.
- c. Last Friday night.

2. What did the person see next to him?

- a. A monster.
- b. A man wearing strange clothes.
- c. A friend.

3. Why was the person so scared?

- a. Because the man talked to him.
- b. Because he saw a monster.
- c. Because he slept on a bench.

FIGURE IT OUT

2 Read the following sentences from the text. Complete the information below.

- a. I was too tired because I closed my eyes and fell asleep.
- b. I was walking home when something strange happened to me.
- c. "I have been tired, I didn't notice when I fell asleep," I replied.
- d. "I have been waiting for this moment for a long time," he said.

Sentence a is in the _____ tense.

Sentence b is in the _____ tense.

Sentence c is in the _____ tense.

Sentence d is in the _____ tense.

PRACTICE

3 Complete the sentences with the correct form of the verb.

- a. Marion _____ (live) in Canada since 2003.
- b. We _____ (try) to open the door for five minutes when my mom found her key.
- c. My brother _____ (watch) TV all day long.
- d. I _____ (study) all afternoon.
- e. It _____ (rain) when the lights went off.

4 Work with a partner. Come up with a strange or mysterious short story of your own. Write it down in your notebooks. Use as many past tenses as possible.

5 Exchange your stories in groups.

Fast Facts

The present perfect progressive tense shows that something started in the past and is continuing at the present time.

Examples:

I have been sleeping for hours now.

The present perfect progressive tense is formed with have/has + been + verb + ing

Self-assessment

Read the statement. In your notebooks, write if it is true for you and why. Include what you can do to improve.

- I understand the difference between the simple past, the present perfect and the present perfect progressive tenses.

EXPLORE

Make a list of the things you do to protect the environment.
Share your list with your classmates.

EXPERIENCE

1 Read the text. Circle the best option.

Environmental Issues

There are several environmental issues that threaten the planet nowadays. It is important that we know what these issues are so that we may take action into stopping the practices that generate the problems and implementing strategies that may help revert or reduce the damage that has been done. Here you can read about some of the most important issues. This doesn't mean these are all the problems, but these are the ones that may have the biggest impact on humanity and our livelihood.

Climate change is the environmental issue that we always hear about. Greenhouse gases are the main cause of climate change. They trap the sun's heat and warm the surface of the earth. This increases the temperature in the whole planet. When the temperatures in the oceans increase, it affects the sea life and its ecosystems. The extra heat also causes the ice caps to melt; this raises sea levels causing floods and other weather incidents around the world. Climate change needs to be stopped before it becomes irreversible.

Deforestation is another alarming environmental issue. We need plants and trees to survive. They provide us with oxygen, food, water, and medicine. Natural wildfires, illegal **logging** and the mass amounts of timber we harvest for commercial use, our forest are decreasing at an alarming rate. This also contributes to greenhouse gas emissions. It is essential that we reduce the amount of paper, cardboard and other similar products that we use.

Water pollution is another concern for our environment and us. Polluted water kills humans and animals alike. Oil spills, plastic waste, and toxic chemicals damage the most valuable resource our planet offers us.

Loss of biodiversity is one of the biggest environmental issues we are facing. All living things and the environments where they live play an important role in keeping our planet working as it does. However, global warming, pollution, and deforestation have a great impact on biodiversity. Billions of species are going or have gone extinct all over the world. There are scientists that suggest that we are now experiencing the 6th mass extinction, but unlike other extinction events, this one is mainly the result of human activity.

Now that you have read this, what would you like to do to help the environment?



The text is....

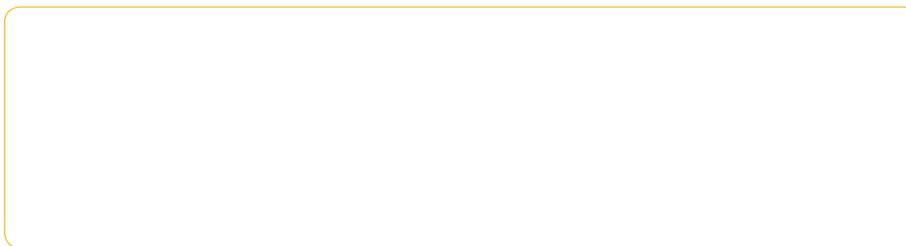
- a. a scientific article b. an opinion article c. an informational article

2 Read the text. Answer the questions.

- a. What are the environmental issues mentioned in the article?
- _____
- b. What environmental issue do you consider the most dangerous for the planet? Why?
- _____



FIGURE IT OUT

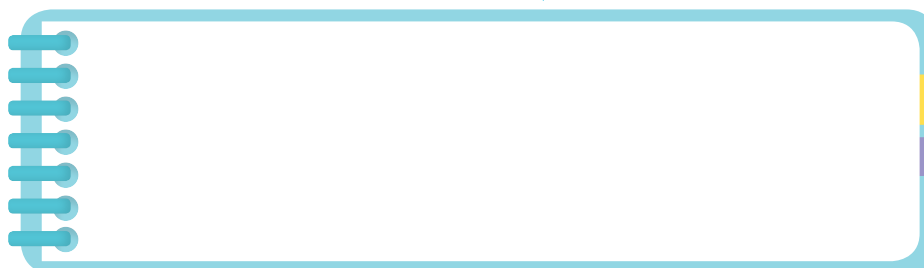
- 3** Read the article in Activity 1 again. Make an outline.  












- 4** Exchange your outlines with partner. Find out the similarities or differences. 

PRACTICE

- 5** Think of an environmental problem that you are really concerned about. Write down questions that will allow you to find out more information about this problem.  



- 6** Use the Internet and other resources to research information to answer your questions. Write down all the information you find in your notebooks.   
- 7** Use the information you gathered to write a report about your chosen environmental problem. First, make an outline. Then, write your report on a separate sheet of paper.  
- 8** Work with a partner. Exchange reports. Read your partner's report and help him or her with any mistakes you find. Make suggestions that could help your partner improve their work.  
- 9** Present your report to your class.  

Fast Facts

Before you write an article, a report or a composition, it is important that you make an outline, which, is a plan for your paper. It helps you to organize your thoughts and arguments.

An outline should include the following:

- › Title
- › Thesis statement
- › Major points or arguments
- › Support your major points
- › Conclusion

Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to make an outline.
- I know how to write a report.

EXPLORE

What do you think about people that don't take care of the environment? Discuss.

EXPERIENCE**1 Listen to the conversation. Answer the questions.**

What are the people talking about?

What is the relationship between both of them?

2 Read and listen to the conversation. Complete the information below.

Luisa: Hi Paul. What are you doing?

Paul: Hi Luisa. I am writing a list of actions in which I can help the environment.

Luisa: That sounds interesting! Can I take a look?

Paul: Sure! Maybe you can help me come up with more ideas.

Luisa: Of course. Let's see. Tell me what you have included so far.

Paul: Well, I have the most obvious ones: conserve energy, use less water, use reusable bags, print as little as necessary...

Luisa: Those are some great ideas. How about recycling?

Paul: Good idea. I am going to add "recycle" to my list.

Luisa: Yes! There are also other reusable items that you may be able to use besides bags, for example beverage containers or food containers, instead of plastic bags or Styrofoam cups or containers.

Paul: Great idea! Do you think I should include other specific ideas, for example on how to conserve energy?

Luisa: Well, it could help you follow your list better if you are more specific.

Paul: I think you are right, so I will include the following ideas: use energy-efficient light bulbs instead of regular ones; turn off lights, TV and other appliances when I'm not using them; turn off the faucet when brushing my teeth...any other ideas?

Luisa: Let me think. How about...?

-Write down the things that can help the environment that were mentioned.



FIGURE IT OUT

- 3 Read the statements. Check the ones you used when listening to a text in English.**

Predict the audio content

☐

Listen for the general ideas

☐

Listen for details







☐

Neglect unknown words

☐

- 4 Together with your partner, talk about the strategies you used to understand the listening in Activity 1.** 

PRACTICE

- 5 Think about the topics you saw in this unit. If necessary, look back at previous sessions to remember the topics. Choose some words that are useful to talk about these topics. Write them down in your notebooks.**  
- 6 Use a dictionary to find the meaning of those words and create a glossary. Make sure you choose the correct meaning of the words in your glossary.**  
- 7 Share the meaning of the words with a classmate. Complement your definitions. As a group write down the words on the board and copy them on the lines below.**  

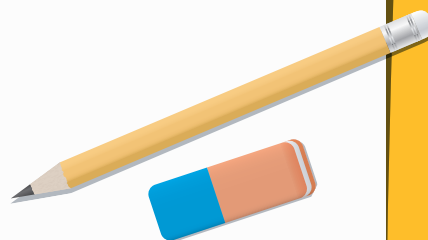
Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand general and specific information from a text.
- I know how to make a glossary.

PROJECT

Comic about a traditional story



1 Work in groups. Discuss the questions.  

What does the word traditional mean to you? Do you think traditional stories are important? Why? What is the link between traditional stories and culture?

2 Write a list of traditional stories you know. They can be long or short stories. Choose one for your comic.  

3 Get a copy of your chosen traditional story and read it.  

4 Discuss your story. Identify the most important elements in the story: characters, settings, plot elements, etc. Write them down in your notebooks.  

5 Discuss and determine how you will create your comic. The number of images it will include, how you will include the text, the format you will use for your presentation, etc.  

6 Create your comic. Make sure you include the most important elements of the story so that people that read your comic can understand the narrative of your traditional story. 

7 Present your comic to the class. Answer any questions your classmates might have.  

Co-evaluation

Name _____	Yes	No
• Looked and selected relevant information.		
• Participated in group discussion.		
• Finished the task on time.		
• Clearly presented the poster to the class.		

We could improve at

1 Complete the text with the correct form of the verbs in the simple present tense.

Hi Diana,

I'm glad to hear from you. I am having a good time in this English summer course. My brother and I are getting used to our new routine.

I always _____ (wake up) at 6:00 o'clock in the morning.

I _____ (take) a shower. Then I _____ (brush) my teeth and my

hair. My brother always _____ (get up) at 6:15. He _____ (do)

some exercise. After he _____ (take) a shower. After that, we

always _____ (eat) breakfast at 07:45. The course _____ (start)

at 8:30 a.m. We _____ (have) lunch at school. School _____ (end)

at 2 o'clock. In the afternoon, I _____ (do) my homework. Then, we

_____ (walk) around the campus. It is really nice. In the evening,

I usually _____ (watch) TV and my brother _____ (surf) on

the net. We _____ (go) to bed at around 10 o'clock.

Love,

Frank.

2 Write questions to the answers.

- a. _____ I get up at 7:30.
- b. _____ She studies at the university.
- c. _____ Yes, he does. He works at the Central Hospital.
- d. _____ No they didn't. They didn't pass the exam.
- e. _____ I usually have breakfast at 7:45.

3 Complete the sentences with was/were/wasn't/weren't.

- a. My parents _____ sick last week.
- b. There _____ many people at the soccer game. They were at the concert.
- c. I _____ mad. I was sad.
- d. There _____ cars in Mexico City in 1500.
- e. Laura _____ the best swimmer in the team last year.

4 Circle the best option to complete the sentences.

- a. Mike _____ (play) soccer. He can't answer the phone right now.
- b. Please don't call me now. I _____ (study) for the exam.
- c. Liz _____ (go) to the gym every afternoon.
- d. My parents can't come to the meeting. They _____ (work).
- e. Tom _____ (swim) on Mondays.

1 Think of a famous person. Answer the questions about that person. Use present simple, present progressive and adjectives.

- What does he/she look like? _____
- What is his/her personality like? _____
- What does he/she do? _____
- What do you think he/she is doing right now? _____
- What do you like the most about the famous person? _____

2 Complete the sentences with the past simple form of the verb.

- He _____ a lot of money for that course. (pay)
- They _____ to another country. (travel)
- Josh _____ well. (sleep)
- They _____ scared of the dark. (be)
- Sally _____ us her living room. (show)

3 Use the words to write sentences in the simple past in the negative form.

- The baby / not drink/ the milk/ quickly. _____
- The soldier /not send / many letters. _____
- We / not sing/ at the karaoke. _____
- He /not go/ to his office today. _____
- The girl/ not be/ at the lake. _____

4 Write questions for the sentences.

- _____ Juan Sebastian Elcano was the first sailor to sail around the world.
- _____ I went to a café last night.
- _____ They ordered chicken and fries.
- _____ Linda broke the plates.
- _____ Yes, I felt very scared.

5 Read the clues. Write sentences using used to and didn't use to.

X	watch TV series with my mom	a. _____
X	Benjamin work as a cook	b. _____
✓	Ella skip rope at school	c. _____
✓	Isaac, Amy, and Toby take the bus to school	d. _____

1 Order the words to make sentences.

a. this / made / cake / Who

b. you/ computer/that/ who/ gave

c. last/ happened/ What / lyear

d. invented / the/ who/ telephone.

e. Prize/ writer/ which/ Literature/ the/ won/ Nobel

2 Complete the sentences with the correct form of *could*, *would*, or *can* in affirmative or in negative form.

a. _____ you like a cup of coffee?

b. _____ I go to the party tonight?

c. _____ it be a good idea to finish the project today?

d. _____ you complete this form Mr. Landa?

e. What _____ you do to improve your English grades?

3 Complete the sentences with *can*, *could* or *would*.

a. We _____ go to the soccer game next Sunday.

b. I _____ like to speak to Mr. Smith.

c. You are an excellent swimmer. You _____ be in the best swimming team.

d. We _____ love to have lunch with you tomorrow.

e. I am sure your sister _____ like this movie.

1 Write C for countable and U for uncountable.

- | | | |
|------------------|-----------------|------------------|
| a. sugar _____ | e. grapes _____ | i. bananas _____ |
| b. cookies _____ | f. butter _____ | j. milk _____ |
| c. rice _____ | g. eggs _____ | |
| d. flour _____ | h. flour _____ | |

2 Circle the correct option.

- There is a *lot of* / *many* water in the bottle.
- There is a *few* / *little* sugar in the bag. We need to get more.
- There aren't *many* / *much* tomatoes in the basket. Only three.
- Would you like *many* / *some* sugar in your coffee?
- There are a *few* / *much* carrots in the kitchen.

3 Rewrite the sentences. Replace the underlined word with the correct personal or object pronoun.

- I saw Mrs. Jones this afternoon and gave Mrs. Jones my assignment.

- Silvia likes board games, but she doesn't play board games very often.

- Penguins don't live in the North Pole. Penguins live near the South Pole.

- George Washington was born in 1732. George Washington was the first president of the United States of America.

- First, my friend and I went to get ice cream. Then, my friend and I went to the movies.

4 Underline the correct option.

- He is _____ father. you your
- She is _____ new teacher. our we
- This is _____ table. their they
- They are _____ friends. she her
- This is _____ book. his he

1 Circle the correct verb form in each sentence.

- a. Susie *prepared* / *was preparing* lunch when they came / was coming.
- b. We *drove* / *were driving* to Queretaro in Roberto's new car.
- c. When I *entered* / *was entering* the cafeteria, Pablo *had* / *was having* lunch with Daniela.
- d. Who was that girl Cristy *talked* / *was talking* to yesterday while we were at the park?

2 Change the affirmative sentences into negative sentences.

- a. I was waiting for the bus at the bus station.

- b. I fell down when I was cleaning the windows.

- c. They were at the movie theater last month.

- d. My dad was swimming all morning.

3 Write questions for the answers.

- a. _____

Her father arrived yesterday.

- b. _____

I was speaking with the teacher yesterday.

- c. _____

They were shopping at the mall last week.

- d. _____

Peter was showering when I knocked at his door.

4 Combine the sentences using time conjunctions.

- a. I was walking to school. I saw her.

- c. The TV show ends. I'll go to sleep.

- b. You get home. We'll have dinner.

- d. I'll finish my homework. We get back.

5 Write the sentences in the present perfect tense.

- a. I saw a lion.

- c. He was sick.

- b. They met the president.

- d. I cleaned my room.

1 Order the words to make questions.

a. Where / have / my /keys? / left / I

b. she / done / has / today? / What

c. already? / has / Why / left / Mark

d. you / have / in / been /Italy ? / Where

e. it / Why /fall? / has / so / much / this / rained

2 Write the correct form of the verb in the present perfect tense.

a. She _____ (not call) Mariana.

b. We _____ (be) to the USA.

c. I _____ (live) here for five years.

d. My dad _____ (not go) gone to work.

e. _____ (not rain) a lot this summer.

3 Complete the sentences with the correct form of the verb.

a. Sally _____ (live) in Washington since 2005.

b. We _____ (try) to open the door for ten minutes when my dad found his key.

c. My sister _____ (watch) movies all day long.

d. I _____ (study) all morning.

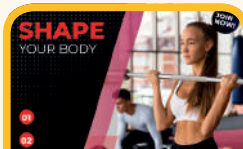
e. It _____ (snow) when the light went off.

f. The Aztecs _____ (make) chinampas for harvesting.

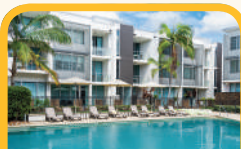
g. I _____ (take) English classes for a year.

h. Luis _____ (not do) his homework yet.

The following words are frequently used in English. Feel free to increase your glossary using your notebook as you write words you find interesting or want to know more about. Ask your teacher or use a dictionary for help.

**advertisement (n.)**

an announcement in a public medium promoting a product, service, or event or publicizing a job vacancy.

**amenity (n.)**

a desirable or useful facility or feature of a building or place.

**appliance (n.)**

a device or piece of equipment designed for a specific task.

**boring (adj.)**

not interesting.

**camp out (phr. v.)**

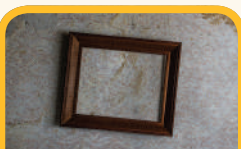
to stay and sleep in an outside area for one or more days and nights.



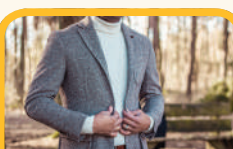
design (n.) a plan or drawing that shows the look and function of an object before it is built or made.

**dusty (adj.)**

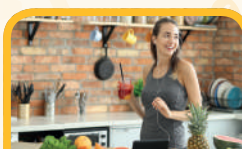
covered with or full of dust.

**frame (n.)**

the frame of a picture is the metal, wood, or plastic around it.



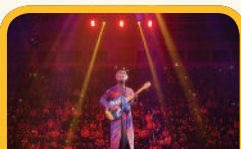
get dressed (phr. v.) to put on clothes.



health (n.) the state of being free of injury or illness.

**holiday (n.)**

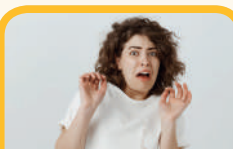
a time when someone does not go to work or school and is free to travel or relax.

**live music (n.)**

music played in real time, like in a concert.



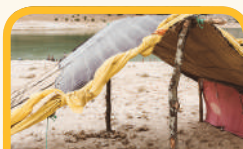
root (for) (v.) to support a sports team or player when you want them to win.



scared (adj.) fearful or frightened.

**schedule (n.)**

day-to-day plans or timetable.

**shelter (n.)**

a place that gives temporary protection from danger or bad weather.

**siblings (n.)**

each of two or more children having one or both parents in common; sister or brother.



spare time (n.) free time.



stretch (v.) to straighten or extend one's body.



trade (v.) buy and sell goods and services.



avoid (v.) Keep away from or stop oneself from doing (something).



camping (v.) An activity of spending a vacation staying in a tent.



century (n.) A period of one hundred years.



chop (v.) Cut something into pieces using sharp blows with a knife or axe.



counselor (n.) A person who gives advice to people.



currency (n.) A system of money in use in a particular country.



dairy (adj.) Containing or made from milk.



dream (n.) Thoughts, images or emotions occurring during sleep.



grate (v.) To break into small pieces by rubbing against a grater.



grind (v.) To reduce something, such as pepper, to small particles or powder by crushing it.



lean (adj.) That has little fat.



ophthalmologist (n.) A doctor specialized in eyes diseases.



poultry (n.) Domestic fowl, including chicken, turkeys, geese, and ducks.



research (n.) To investigate a topic for a purpose. Mostly, scientific studies are based on research.



road (n.) A long surface built for vehicles to travel along.



seafood (n.) Shellfish and sea fish, served as food.



shred (v.) To tear or cut into small, thin pieces.



trip (n.) To make a journey by car, bus or airplane.



wheel (n.) A circular object that revolves on an axle.



whole-grain (adj.) Made with or containing whole unprocessed grain.

**thundering (adj.)**

A loud, rumbling or crashing noise produced after a lightning flash.



charger (n.) An accessory you use to plug your phone or laptop when the battery power is low.

**job interview (n.)**

The process through which a potential employee is evaluated by an employer.

**ancient (adj.)**

Belonging to the very distant past and no longer in existence.

**pagan (n.)**

A term to define people who practice polytheism.

**founded (v/past simple)**

To establish or originate an institution or organization.

**noisy (adj.)**

That makes a lot of noise.



cabin (n.) A small shelter or house made of wood.

**pillow (n.)**

A rectangular cloth bag stuffed with soft materials, it is used to support the head when lying down.

**bunch (n.)**

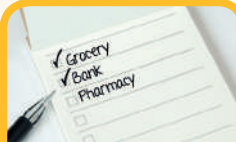
A group of people, things and even, animals.

**embarrassed (adj.)**

Feeling or showing awkwardness, self-consciousness or shame.

**scratch (v.)**

Make a long and narrow superficial wound in the skin; usually a result of itching.

**errand (n.)**

A short journey with the purpose of collecting or delivering something.

**bark (n.)**

The tough, protective outer part of the trunk of a tree.

**tusk(n.)**

A long pointed tooth, especially one that protrudes from the closed mouth.



herd (n.) A large group of animals of one kind that live, feed, or migrate together.



poaching (v.)
Illegal hunting



shiver (v.) A person or animal that shakes slightly and uncontrollably as the result of being cold, frightened or excited.



pond (n.) An area filled with water that is smaller than a lake; it can be natural or manmade.



logging (n.) The activity of cutting down trees to use their wood.

Simple present tense

To talk about:

- something that is true in the present.
- something that is always true.
- routines
- likes and dislikes

I wake up at 7am everyday.

Do you go to school every Monday?

No, I don't. I go to school every Tuesday.

Does he like to read and write?

He likes to read but he doesn't like to write.

Present progressive

To talk about:

- actions that are happening at the moment of speaking.

I am waking up in this moment.

Are you going to school every Monday?

No, I'm not; I'm going to school every Tuesday.

Is he swimming now?

No, he isn't. He is running now.

Wh- questions

Where do you live? I live in Toluca.

When does he work? He works every day.

What do you do? I'm a teacher.

Why are you here? Because I study here.

Wh-questions

What are you doing? I'm studying English.

What is he / she doing? He / She is cooking.

How are you feeling? I'm feeling really sick.

Who are you calling? I'm calling my mom.

*Note: there are verbs that you **can't** use in a progressive tense. Some of these verbs are:

Verbs of Emotion: love, hate, prefer, like, dislike, surprise, impress

~~I am liking donuts~~

vs

I like donuts

~~He is loving chocolate~~

vs

He loves chocolate

Verbs of Possession: have, want, belong, need, possess, include, involve

~~You are having a smartphone~~

vs

You have a smartphone

Verbs used for the Senses: see, hear, smell, taste, look, be

~~I'm seeing well~~

vs

I see well.

Verbs of Thought: know, believe, remember, agree, disagree, recognise, think, understand, feel, wish, promise, imagine

~~You are knowing the answers to the test~~

vs

You know the answers to the test.

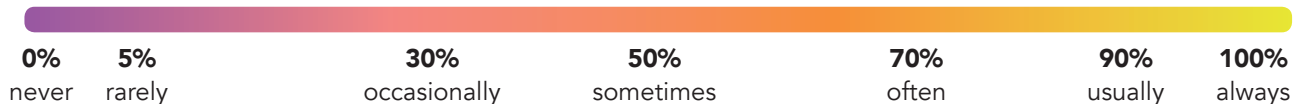
Verbs of Measurement: contain, consist, weigh

~~It is containing 1 liter of milk~~

vs

It contains 1 liter of milk.

Adverbs of frequency:



We often use adverbs of frequency with the simple present tense to describe how frequently we do an activity.

Martin always goes to the gym in the afternoon.

My parents sometimes go to the movies on Sundays.

Like + ing

When using verbs: *like, love, hate* to say how we feel about an activity, we use the -ing.

I **like** swimming

She **loves** dancing.

They **hate** running.

Simple Past Tense to be

To talk about activities or events in the past related to people mainly. When we use verb *be* in the past, we have 2 forms; **was** and **were**.

A: I was at Music Hall last week. There was a music event and it was great!

B: Were other singers at the event, too?

A: Yes, a lot of important celebrities were present and the media was there, too.

B: When was the concert?

A: It was last Sunday.

B: What was the name of the band?

A: It was The Superbs. They were fantastic!

B: How many musicians were in the band?

A: Five musicians and two singers.

B: How long was the presentation?

A: It was 2 hours long.

B: How amazing were the light effects?

A: They were fabulous!

Simple past tense

The simple past is used to talk about activities that happened at a specific time in the past.

Regular verbs add -ed to the base form, or -d if the verb ends with -e. Irregular verbs change in different ways.

Affirmative	Negative	Interrogative
I worked	I don't work	Did I work? Yes, I did /No, I didn't
You worked	You don't work	Did you work? Yes, you did/ No, you didn't
He worked	He doesn't work	Did he work? Yes, he did /No, he didn't
She worked	She doesn't work	Did she work? Yes, she did /No, she didn't
You worked	You don't work	Did you work? Yes you did/No, you didn't
We worked	We don't work	Did we work? Yes, we did/No, they didn't

How + adjective + be

How long was the presentation? It was 2 hours long.

How amazing were the light effects? They were fabulous!

Wh-questions

Where did you live? I lived in California.

Where did she live? She lived in Canada.

Where did they study? They studied at the university.

Past time expressions:

- Yesterday: yesterday morning / afternoon / evening
- Last: night, winter /summer / spring / fall, year, decade, etc.
- Ago: an hour ago, three days ago, a year ago, etc.

Used to

We use *used to*, to talk about habits or repeated actions in the past which we don't do in the present.

She used to play the piano when she was 15. (She doesn't play the piano anymore).

Modal verbs can, could, would

We use can, could and would to make requests or ask permission to do something.

Can I have a piece of cake, please? Yes, you can.

Would you like some help?

Could I speak to Tom, please?

Can, could and **would** can be used to talk about a possibility in the future.

It is freezing. It could snow tonight.

Sandy would not go to the party.

You can easily get lost in this neighborhood.

Subject and object pronouns

Subject pronouns These are used when they are the subject of the verb	Object pronouns These are used as the object of a verb	Possessive adjectives These are used to show something belongs to somebody
I play soccer.	Rita knows me .	This is my house
You listen to music.	David liked you .	This is your book.
He speaks English.	I trusted him .	Nestor is cleaning his car.
She likes chocolate.	Sam kissed her .	Sandra is washing her hair.
It is cold.	I dropped it .	Its plate is broken.
We are students.	The teacher loves us .	Our neighborhood is quiet.
You are my classmates.	The coach helped you .	Your school is big.
They are Mexican.	I like them .	Their teacher is nice.

Quantifiers

A quantifier is a word or phrase that is used before a noun to indicate the amount or quantity. Quantifiers can be used with countable or uncountable nouns.

With uncountable nouns:

much a little a lot of

With countable nouns:

some a lot of a few many

With countable and uncountable nouns:

some a lot of

Conjunctions: and, so, but

These are words that join two sentences to give more information or a more complete idea; the two sentences must have the same grammar status: present + present / past + past, etc.

I went with my parents to visit my grandmother last Sunday. We had a good time; we ate, we sang and played board games, but I didn't win. So, after 2 games I washed the dishes to help my grandma. Then, we came back home.

Present perfect tense

The present perfect tense is used to talk about activities that started in the past and continue in the present.

It is formed with **noun + have/has+ verb in past participle**

Example:

I have lived in this city all my life.

They have had the same teacher for two years.

Affirmative	Negative	Interrogative
I have lived here for 5 years	I have not lived here	Have you lived here? Yes I have/ No I haven't
You have lived here for 5 years	You have not lived here	Have you lived here? Yes, I have/ No, I haven't
He has lived here for 5 years	He has not lived here	Has he lived here? Yes he has/No he hasn't
She has lived here for 5 years	She has not lived here	Has she lived here? Yes he has/ No, she hasn't
It has lived here for 5 years	It has not lived here	Has it lived here? Yes, it has/No, it hasn't
We have lived here for 5 years	We have not lived here	Have we lived here? Yes, we have/ No we haven't
You have lived here for five years	You have not lived here	Have you lived here? Yes we have/No, we haven't
They have lived here for five years	They have not lived here	Have they lived here? Yes, they have/ No they haven't

Wh-questions

Who has lived here?

My cousin.

Where have you been?

At school.

Past Progressive

Describes an action that was happening at some point in the past.

We combine the **past tense of be (was/were)** with the **action verb's gerund (ing)**.

She was living in Canada in 2015.

Was she moving to the US in 2016? No, she wasn't.

I was taking my mom to the doctor yesterday at 5pm.

Were you driving fast? No, I wasn't. I was driving carefully.

They were singing at the School Festival last year.

What were they singing? They were singing rap songs.

Where were you going last Sunday at 10 am?

When were they celebrating their 5th Anniversary?

Present perfect progressive

The present perfect progressive is used to emphasize that an action started in the past and it is still continuing in the present.

It is formed with **noun + have/has+ been+ verb + ing**

Examples:

I have been listening to music for hours.

She has been listening to music for hours.

Affirmative	Negative	Interrogative
I have been living	I haven't been living	Have I been living? Yes, I have / No, I haven't
You/we/they have been living	You/we/they have not been living	Have You/we/they been living? Yes, you/we/they have/ No, you/we/they haven't
He/she/it has been living	He/she/it has not been living	Has he/she/it been living? Yes he/she/it has/ No, he/she/it hasn't

Wh-questions

Who has been listening to the radio? I have.

What have you been doing? I have been watching TV.

Sequence words: after, before, while, when, then, at the end.

We use sequence words to indicate the order of events that happen in a story or in a situation. There are many sequence words such as first, next, then, last, and many others.

Last Sunday, we went to visit my aunt, she lives in a town near our house but it takes 2 hours to get to her place and **before** we got to her house, we saw a puppy in the middle of the highway, so we stopped to rescue him. The puppy was cold and hungry and I covered him with my sweater, so my dad said we were going to stop at the gas station to buy some dog food and a blanket, and while my dad was buying the things I washed the puppy. So **then**, he was clean and adorable! **After** that, we fed him and covered him with the blanket; he slept all the way to my aunt's house and **when** we got there, my aunt fell in love with the puppy, we told her how we rescued him and she kept the puppy. **At the end**, everybody was happy!

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- LearnEnglish Teens <https://learnenglishteens.britishcouncil.org/>
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Verb List

Irregular verbs / Verbos irregulares				
Base form	Past	Participle	Gerund	Spanish
beat	beat	beaten	beating	ganar / latir / golpear
become	became	become	becoming	convertir
begin	began	begun	beginning	empezar
bend	bend	bend	bending	doblar
bet	bet	bet	betting	apostar
bite	bit	bitten	biting	morder
bleed	bleed	bleed	bleeding	sangrar
blow	blew	blown	blowing	soplar
break	broke	broken	breaking	romper
bring	brought	brought	bringing	traer
build	built	built	building	construir
buy	bought	bought	buying	comprar
catch	cought	cought	catching	cachar
choose	chose	chosen	choosing	escoger
come	came	come	coming	venir
cost	cost	cost	costing	costar
cut	cut	cut	cutting	cortar
do	did	done	doing	hacer
dig	dug	dug	digging	cavar
draw	drew	drawn	drawing	dibujar
drink	drank	drunk	drinking	beber
drive	drove	driven	driving	manejar
eat	ate	eaten	eating	comer
fall	fell	fallen	falling	caer
feed	fed	fed	feeding	alimentar
feel	felt	felt	feeling	sentir
fight	fought	fought	fighting	pelear
find	found	found	finding	encontrar
fly	flew	flown	flying	volar
forget	forgot	forgotten	forgetting	olvidar
forgive	forgave	forgiven	forgiving	perdonar
freeze	froze	frozen	freezing	congelar
get	got	gotten	getting	obtener
give	gave	given	giving	dar
go	went	gone	going	ir
grow	grew	grown	growing	crecer
have	had	had	having	tener

Irregular verbs / Verbos irregulares				
Base form	Past	Participle	Gerund	Spanish
hear	heard	heard	hearing	oír
hide	hid	hidden	hiding	esconder
hit	hit	hit	hitting	golpear
hold	held	hold	holding	sostener
hurt	hurt	hurt	hurting	lastimar
keep	kept	kept	keeping	mantener
know	knew	known	knowing	saber
lay	laid	laid	laying	colocar (sobre una superficie)
leave	left	left	leaving	salir / abandonar
lend	lent	lent	lending	prestar
lose	lost	lost	loosing	perder
make	made	made	making	hacer
mean	ment	ment	meaning	significar / quiero decir
meet	met	met	meeting	conocer (personas)
pay	paid	paid	paying	pagar
put	put	put	putting	poner
read	read	read	reading	leer
rise	rose	risen	rising	elevar
say	said	said	saying	decir
see	saw	seen	seeing	ver
sell	sold	sold	selling	vender
send	sent	sent	sending	enviar
sit	sit	sit	sitting	sentarse
sleep	slept	slept	sleeping	dormir
speak	spoke	spoken	speaking	hablar
take	took	taken	taking	tomar (agarrar) / llevar
teach	taught	taught	teaching	enseñar
tell	told	told	telling	decir
think	thought	thought	thinking	pensar
understand	understood	understand	understanding	entender
wear	wore	worn	wearing	portar
win	won	won	winning	ganar
write	wrote	written	writing	escribir

Verb List

Regular verbs / Verbos regulares

Base form	Simple Past & Participle	Gerund	Spanish
accept	accepted	accepting	aceptar
achieve	achieved	achieving	lograr (objetivos)
admit	admitted	admitting	admitir
agree	agreed	agreeing	acordar
arrive	arrived	arriving	llegar
ask	asked	asking	preguntar
bake	baked	baking	hornear
beg	begged	begging	suplicar
believe	believed	believing	creer
boil	boiled	boiling	hervir
borrow	borrowed	borrowing	pedir prestado
call	called	calling	llamar
care	cared	caring	cuidar
carry	carried	carrying	cargar
deliver	delivered	delivering	entregar
describe	described	describing	describir
discover	discovered	discovering	descubrir
dress	dressed	dressing	vestir
encourage	encouraged	encouraging	motivar
express	expressed	expressing	expresar
finish	finished	finishing	terminar
follow	followed	following	seguir
happen	happened	happening	suceder
help	helped	helping	ayudar
imagine	imagined	imagining	imaginar
improve	improved	improving	mejorar
inform	informed	informing	informar
invite	invited	inviting	invitar
join	joined	joining	unir
like	liked	liking	gustar
listen	listened	listening	escuchar
look	looked	looking	ver

Regular verbs / Verbos regulares

Base form	Simple Past & Participle	Gerund	Spanish
love	loved	loving	amar
mention	mentioned	mentioning	mencionar
open	opened	opening	abrir
order	ordered	ordering	ordenar
perform	performed	performing	interpretar
play	played	playing	jugar
point	pointed	pointing	señalar
prefer	preferred	preferring	preferir
prevent	prevented	preventing	prevenir
produce	produced	producing	producir
push	pushed	pushing	empujar
receive	received	receiving	recibir
record	recorded	recording	grabar (audio)
remember	remembered	remembering	recordar
repeat	repeated	repeating	repetir
reply	replied	replying	contestar
save	saved	saving	ahorrar / guardar
share	shared	sharing	compartir
show	showed	showing	mostrar
smile	smiled	smiling	sonreír
start	started	starting	iniciar
suggest	suggested	suggesting	sugerir
talk	talked	talking	hablar
travel	traveled	traveling	viajar
use	used	using	usar
visit	visited	visiting	visitar
wait	waited	waiting	esperar
walk	walked	walking	caminar
want	wanted	wanting	querer (algo)
warn	warned	warning	advertir
wink	winked	winking	guiñar
yell	yelled	yelling	gritar