INGLÉS II

2do Grado

TELEsecundaria
La elaboración de *Inglés II. Apuntes* estuvo a cargo de la Dirección General de Materiales Educativos de la Subsecretaría de Educación Básica.

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

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

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

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

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

- Speak / Hablar
- Think / Pensar
- Play / Jugar
- Write / Escribir
- Read / Leer
Unit 1

People and animals/Personas y animales
Unit 1

People and animals/Personas y animales

Purpose/Propósito

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

Topics / Temas

Lesson 1 Meeting your new teacher
Lesson 2 This is your school principal
Lesson 3 What time do you have your English class?
Lesson 4 Roxane gets up at six o'clock
Lesson 5 My uncle is tall and thin
Lesson 6 What does your teacher look like?
Lesson 7 Can you drive a car?
Lesson 8 Elephants have big ears and black eyes
Lesson 9 Whales are very intelligent
Lesson 10 What is your mother like?
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Lesson 21 Create a gallery of famous people
Lesson 22 Come to visit our gallery!
Lesson 23 Who is it?
Lesson 24 Review

24 sessions, 8 weeks / 24 sesiones, 8 semanas
Lesson 1

Meeting your new teacher

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

- Good morning students. I'm Luis Medina, I'm your new teacher.
- Nice to meet you. I'm from Guanajuato.
- And I'm Juan. Nice to meet you teacher.
- My name's Mariana. Nice to meet you.
- Good morning Mr. Medina. I'm Jorge.
- Where are you from?
- I'm Felipe.
Think

2. Write the missing sentences according to the dialogue.
   *Escribe las oraciones que faltan tomando en cuenta el diálogo.*

   a) ___________________________________________________________________ I’m Luis Medina.

   b) What do you do? ___________________________________________________________________

   c) ___________________________________________________________________ I’m from Guanajuato.

   d) Nice to meet you. ___________________________________________________________________

Write

3. Read the dialogue and complete the sentences. There is a new student in the class.
   *Lee el diálogo y completa las oraciones. Hay un estudiante nuevo en la clase.*

   In the classroom.

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

   Students: Nice to meet you.
   Pedro: ________________, too.

   Susana: Is your last name Jospa?
   Pedro: Ni it isn’t. It’s Xoxpa.
   Susana: ________________?
   Pedro: X - O - X - P - A
In the recess.

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

Speak

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

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

a) What’s your name? ___________________________________________

b) What’s your last name? ________________________________________

c) How old are you? _____________________________________________

d) Where are you from? _________________________________________

e) Do you like the English class? _________________________________

f) What’s your favorite sport? _________________________________
Write

5. Use the information on exercise 4 to write a text and illustrate it.
   *Usa la información del ejercicio 4 para escribir un texto e ilustrarlo.*

Lesson 2

This is your school principal

Read

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

At school.
*En la escuela.*

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

Good morning. Nice to meet you.

Good morning. Nice to meet you, too.
Sit down please. Are you Pedro’s parents?

Yes, I’m his father. Yes, I’m his mother.

What do you do?

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

I’m an electrician. And I’m a housewife.

Think

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

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

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

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

c) The leader of students and teachers.

d) The person who maintains electric systems.
3. Look and read the announcement, a person needs a baby sitter.  
Observa y lee el anuncio en donde una persona necesita una niñera.

4. Answer the questions.  
Contesta las preguntas.

a) What does the announcement require? ___________________________
b) What qualities are required? _________________________
c) What’s the working time of the job? _______________________
d) What’s the phone number to schedule an interview? _______________
e) What’s the e-mail address? _______________________________

HELP WANTED
Baby Sitter
North Location
Part time
Must be able to work afternoons and weekends
Responsible
Patient
Pleasant
To schedule an interview call:
651-123-5432 or 651-123-5433 to sitter@babysitters.com
Write

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

Diseña un anuncio ofreciendo un servicio (mecánico, carpintero, profesor, electricista, doctor, etc.). Escribe tu nombre, ocupación, número telefónico o dirección, tus cualidades, etc.
Lesson 3

What time do you do have your English class?

Read

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

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

Susana’s favorite subjects.

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

Think

2. Match the columns.

Relaciona las columnas.

______  Susana has History at twelve fifty  A) 7:30

______  Her English class is on Monday is at eleven ten  B) 9:10

______  She studies Spanish at nine ten.  C) 12:50

______  She starts classes at seven thirty.  D) 11:10
3. Complete Susana’s schedule with information from the text.
Completa el horario escolar de Susana con información del texto.

<table>
<thead>
<tr>
<th>Hour</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>8:20</td>
<td>9:10</td>
<td>Social studies</td>
<td>Social studies</td>
<td>Social studies</td>
<td>Social studies</td>
</tr>
<tr>
<td>9:10</td>
<td>10:00</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:00</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:50</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>11:10</td>
<td>12:00</td>
<td>History</td>
<td>Arts</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>12:00</td>
<td>12:50</td>
<td>Physics</td>
<td>Arts</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>12:50</td>
<td>Physics</td>
<td>Arts</td>
<td>Physics</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>13:40</td>
<td>14:00</td>
<td>Technological Education</td>
<td>Physical Education</td>
<td>Technological Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

4. Choose the answer according to the information.
Elige la respuesta de acuerdo a la información.

1) It’s 9:05. We say: It’s five __________ nine.
A) quarter
B) past

2) It’s 2:15. We say: It’s __________ two
A) past
B) (a) quarter past
5. Read and match the time with the picture.  
*Lee y relaciona la hora con el dibujo.*

Jorge: What time is it Jorge?  
Jorge: It's four o'clock. _______3______
Sister: What time is it?  
Jorge: It's a quarter past four. _______3______
Sister: What time is it?  
Jorge: It's half past four. _______3______
Sister: What time is it?  
Jorge: It's a quarter to five? _______3______
And I'm trying to do my homework! Dear sister.
6. Look at the clocks and match them with the hour. Write the option that corresponds in the parenthesis.

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

What time is it?

( )   ( )   ( )   ( )

( )   ( )   ( )   ( )

a) It’s a quarter to eight.
   It’s seven forty-five.
b) It’s three o’clock.
c) It’s six past six.
   It’s six.
d) It’s half past eight.
   It’s eight thirty.
e) It’s half past five.
   It’s five thirty.
f) It’s nine past twelve.
   It’s twelve nine.
g) It’s five to eleven.
   It’s ten fifty-five.
h) It’s a quarter past six.
   It’s six fifteen.
7. Answer the questions about yourself.

Contesta las siguientes preguntas sobre ti.

a) What time is it now? __________________________________________

b) What time is your English class? ________________________________

c) What time is your Mathematics class? ____________________________

d) What time is your Spanish class? ________________________________

---

Lesson 4

Roxane gets up at six o’clock

Read

1. Read the text about Roxane.

Lee el texto acerca de Roxane.

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

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

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

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

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

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

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

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

   a) Roxana gets up very late._______________________________________
   b) She has breakfast at seven o'clock. _____________________________
   c) She goes to work at one o'clock. ______________________________
   d) At half past three she comes back home. ________________________
   e) She works at a hospital._____________________________________
   f) At a quarter past six she takes a shower.________________________
**Read**

4. Look at the pictures and read about Juan’s daily routine.

*Observa las imágenes y lee la rutina diaria de Juan.*

<table>
<thead>
<tr>
<th><strong>Hello I’m Juan. I get up at six o’clock in the morning from Monday to Friday.</strong></th>
<th><strong>I take a shower at six fifteen.</strong></th>
<th><strong>Then, I have breakfast at seven o’clock.</strong></th>
<th><strong>I go to school at half past seven.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>🕛</td>
<td>🧵</td>
<td>🍳</td>
<td>📚</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I play soccer in the recess.</strong></th>
<th><strong>I come back home at half past two.</strong></th>
<th><strong>I have a meal at three o’clock.</strong></th>
<th><strong>I do my homework at twenty past four.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>🏈</td>
<td>🏖️</td>
<td>🍽️</td>
<td>📚</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I watch T.V. at half past six.</strong></th>
<th><strong>I help my mother to cook dinner at half past seven.</strong></th>
<th><strong>My family and I have dinner at eight o’clock.</strong></th>
<th><strong>I go to bed at nine thirty.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>📺</td>
<td>🍴</td>
<td>🍽️</td>
<td>🛏️</td>
</tr>
</tbody>
</table>
5. Write your daily routine and draw it. Look at Juan's routine.

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

6. Tell your routine to your classmates.

Comenta tu rutina con tus compañeros.
Lesson 5

My uncle is tall and thin

Read

1. Read the text. Felipe is at the bus station waiting for his uncle Juan Carlos.

Lee el texto. Felipe está en la estación de autobús esperando a su tío Juan Carlos.

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

2. Classify the underlined words under the following categories.
   Clasifica las palabras subrayadas en el texto en las categorías.

   hair  eyes  nose  build
   ___________________________ _____________ ____________
   ___________________________ ______________
   ___________________________

Read

3. Read the dialogue between Felipe and his uncle. Felipe is describing his sister because his uncle doesn’t know her.
   Lee el diálogo entre Felipe y su tío. Felipe está describiendo a su hermana porque su tío no la conoce.

Juan Carlos: Hello! Are you Felipe?
Felipe: Yes, I am. And, are you my uncle Juan Carlos?
Juan Carlos: Yes, I am. Nice to meet you.
Felipe: Let’s go home. My family is waiting for you.
Juan Carlos: Ok. How are they? Tell me about your sister. What does she look like?
Felipe: Margarita is short and fat. Her hair is long and black. She has small and brown eyes. She is very intelligent at school.
4. Look at the pictures and match them with the descriptions.  
*Observa las imágenes y relácialas con las descripciones.*

- Big, brown eyes

- Long, straight, black hair

- Small, blue eyes
Short, curly, blond hair.

5. Choose the option that corresponds to the description.

Elige la opción que corresponda a la descripción.

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

Margarita is short and fat. Her hair is long and black. She has small and brown eyes. She is very intelligent at school.
Greenman is medium height and strong. He has short, blond, straight hair. He is green. He has big, black eyes. He is always angry.

6. Write what you look like then draw yourself.
Describir cómo eres físicamente, después dibújate.

What do you look like? I'm

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Lesson 6

What does your teacher look like?

1. Read the dialogue. Susana is talking to her mother about her first day at school.
   Lee el diálogo. Susana platica a su mamá de su primer día en la escuela.

   Mother: Tell me Susana, how was your day?
   Susana: It was very nice. I have a new teacher. She is Miss Nancy Contreras.
   Mother: What does she look like?
   Susana: She’s tall and slim. Her hair is long, curly and brown. She has big, black eyes. And she wears glasses. I think she is very intelligent.
   Mother: Is she pretty?
   Susana: Yes, she is.

Think

2. Match the columns.
   Relaciona las columnas.

   _______What does she look like?  A) He is medium height and fat.
   _______What do you look like?  B) They are short and thin.
   _______What does he look like?  C) She is tall and slim.
   _______What do they look like?  D) I’m short and handsome.
3. Choose the answer that corresponds.
_Elige la respuesta según corresponda._

1) We use _does_ with ____________.
   a) he, she, it  b) we, you, they
2) We use _do_ with ____________.
   a) he, she, it  b) we, you, they, I

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

a) What’s the teacher’s name? ________________________________
b) What’s the teacher’s last name? ________________________________
c) What does Nancy do? ________________________________
d) What does she look like? ________________________________
e) Is she pretty? ________________________________

5. Who is Miss Nancy Contreras? Circle the option that corresponds to the description.
_¿Quién es la maestra Nancy Contreras? Encierra la opción que corresponda._
6. Ask your partner the following questions and make a drawing.

*a) What does your mother look like?*

__________________________________________
__________________________________________
__________________________________________

*b) What does your father look like?*

__________________________________________
__________________________________________
__________________________________________

*c) What does she/he look like?*

__________________________________________
__________________________________________
__________________________________________
Lesson 7

Can you drive a car?

Read

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

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

2. Choose the answer that corresponds.

Elige la respuesta que corresponde.

1) What do we express with **can**?
   a) ability  b) inability
2) What do we express with **can’t**?
   a) ability  b) inability

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

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

a) Roberto can’t play the guitar. ________________________
   b) Roberto can ride a bicycle. ________________________
   c) He can’t climb a tree. ________________________
   d) He can drive a car. ________________________
   e) He can play basketball. ________________________

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

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

a) Can you play the guitar?   Yes, I can.                No, I can’t.
   b) Can you swim?            _______  ________
   c) Can you spell your name? _______  ________
   d) Can you sing a song in English? _______  ________
   e) Can you ride a horse?    _______  ________
   f) Can you climb a tree?    _______  ________
5. Use the questions to interview a classmate. Write the answers on the lines.
   Entrevista a un compañero tomando en cuenta las preguntas anteriores. Escribe las respuestas en las líneas.
   
   a) Can you play the guitar? _____________________
   b) Can you swim?   _____________________
   c) Can you spell your name? _____________________
   d) Can you sing a song in English? _________________
   e) Can you ride a horse?  _____________________
   f) Can you climb a tree?  _____________________

Lesson 8

Elephants have big ears and black eyes

1. Read the text. Jorge Luis is at the zoo, he’s reading about elephants.
   Lee el texto. Jorge Luis está en el zoológico, leyendo sobre los elefantes.

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

2. Circle the option that corresponds.
   Encierra en un círculo la opción que corresponda.

   1) The underlined words in the text are:
      a) Verbs           b) Adjectives
   2) They are used to:
      a) describe       b) show actions

3. Correct the sentences according to the information from the text.
   Corrige las oraciones de acuerdo a la información del texto.

   e.g.
   An elephant is small       An elephant is big

   a) An elephant is blue._________________________________
   b) An elephant has a small trunk._________________________
   c) An elephant is thin._________________________________
   d) An elephant is light._________________________________
   e) An elephant is small._________________________________

Read

4. Read the texts and circle the option that corresponds.
   Lee los textos y encierra la letra de la opción que corresponda.

   A) What am I?
   I'm tall and strong. My eyes are big and brown. I have small ears. My legs are long and I have very big feet. I can jump.
   a) a giraffe       b) a kangaroo   c) an elephant

   B) What am I?
   I'm big and strong. My hair is short and black. My eyes are brown and my ears are small. My arms are long and my hands are big. I love bananas.
   a) a gorilla       b) a cat        c) a panther
C) What am I?
I'm very small. My eyes are small and black. My hair is gray. I have a long tail. I love cheese.
a) a lion  b) a dog  c) a mouse

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

Dog  cat  turtle  horse
Cow  rabbit  hummingbird  eagle

6. Read the options. Put a check (✓) next to the adjective that describes your favorite animal.
Lee las opciones. Pon (✓) junto a los adjetivos que describen a tu animal favorito.

My favorite animal is a ______________ because it is:
funny  ________  clean  ________
mysterious  ________  dangerous  ________
aggressive  ________  intelligent  ________
independent  ________  beautiful  ________
elegant  ________  strong  ________
7. Complete the text.
Completa el texto.

My favorite animal is a _______________ because it is _____________, _____________, _____________, _____________, and ____________.

Whales are very intelligent

1. Read the text.
Lee el texto.

Whales live in all the oceans of the World. They swim in groups near the surface of water because they need oxygen. Some whales eat fish and other whales are vegetarian. They eat plankton. Gray whales live near the coast of Canada in the summer when it is hot. In the fall, when the ocean is cold they migrate to the coast of Baja California. They stay there during the winter and they return to Canada in the spring. They are very intelligent marine animals.
2. Go back to the text. Underline the words that are similar in Spanish (cognates). Then, write them on the lines.

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

Oceans

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

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

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

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

a) Whales live in oceans. ____________________
b) Some whales eat fish. ____________________
c) They don’t need oxygen. ____________________
d) They migrate to Japan. ____________________
e) Whales are very intelligent. ____________________
f) In the spring whales return to Canada. ____________________
4. Answer the questions about the text.
   *Contesta las preguntas a cerca del texto.*
   
a) What is the text about? _______________________________________
   
b) What do whales eat? _________________________________________
   
c) Where do whales live? _______________________________________
   
d) Write in English a short text about whales._______________________

---

**Lesson 10**

**What is your mother like?**

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

   Susana: Hello! How are you?
   Martha: I’m fine and you?
   Susana: I’m fine, too. Tell me, what is your new teacher like?
   Martha: Oh! He’s very patient, kind, creative and intelligent.
   Susana: That sounds great.
   Martha: What about you?
   Susana: Oh no! My teacher is bad-tempered, impatient, rude and boring.
   Martha: That is terrible.
2. Classify the words in positive and negative adjectives.  
Clasifica las palabras en adjetivos positivos y negativos.

<table>
<thead>
<tr>
<th>Positive adjectives</th>
<th>Negative adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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

- She is friendly
- He is very angry
- He is a boring man
- She is funny
- He is a lazy boy
- She is impatient
4. Read this text about the zodiac signs.
   *Lee el texto acerca de los signos astrológicos.*

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

5. How do you think is a person of these zodiac signs like? Answer the questions. Use the words in the box.
   *¿Cómo crees que es una persona de los siguientes signos? Contesta las siguientes preguntas usando las palabras del cuadro.*

<table>
<thead>
<tr>
<th>adventurous</th>
<th>practical</th>
<th>sociable</th>
<th>sincere</th>
<th>loyal</th>
<th>generous</th>
<th>romantic</th>
<th>optimistic</th>
<th>patient</th>
<th>impatience</th>
<th>imaginative</th>
<th>perceptive</th>
<th>arrogant</th>
<th>extravagant</th>
<th>critical</th>
<th>lazy</th>
<th>irresponsible</th>
<th>rebellious</th>
<th>shy</th>
<th>impulsive</th>
</tr>
</thead>
</table>

a) What is an Aries like?  
   He/ She is generous

b) What is a Taurus like?  

c) What is a Capricorn like?  

d) What is a Pisces like?  

e) What is an Aquarius like?  

f) What is a Sagittarius like?  

g) What is a Gemini like?  

Speak

6. Answer these questions about yourself.
   
   Contesta las preguntas sobre ti.

   a) What is your mother like?  She is ________________________________
   b) What is your father like?  __________________________________
   c) What is your teacher like?  __________________________________
   d) What are you like?   __________________________________
   e) What is your sister or brother like? _______________________________

Lesson 11

I sometimes play soccer

Read

1. Read the activities Rogelio does during the week and on weekends.
   
   Lee sobre las actividades que Rogelio realiza en la semana y los fines de semana.

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

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

<table>
<thead>
<tr>
<th>I go to school from Monday to Friday.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | I often go to a picnic with my family. | I sometimes go to the movies. |
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3. Complete the information.
Completa la información.

1) The words in bold from text 1 refers to:
a) action verbs
b) frequency adverbs

4. Write a text about you and illustrate it.
Escribe un texto sobre ti e ilústralo.

____________________
____________________
____________________
____________________
____________________
____________________
____________________
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____________________
____________________
____________________
____________________
____________________
____________________
____________________
____________________
____________________
____________________
____________________
5. Answer the following questions with the words in the box.
Responde las siguientes preguntas con las palabras del cuadro.

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

1) How often do you play soccer?
2) How often do you go swimming?
3) How often do you ride a horse?
4) How often do you take a shower?
5) How often do you have sport classes?

Lesson 12

How often do you go to the movies?

Read

1. Read the interview to Ana Guevara about her routine.
Lee la entrevista sobre la rutina de Ana Guevara.

Reporter: Hello, Ana. How are you?
Ana: I'm fine, thanks.
Reporter: And, tell me. What time do you get up?
Ana: I get up at seven o'clock in the morning. Then, I do exercise.
Reporter: How often do you do exercise?
Ana: I always go jogging at half past seven in the morning. In the afternoon I go running at five o'clock.
Reporter: How often do you go to the movies?
Ana: I seldom go to the movies.
Reporter: How often do you eat hamburgers?
Ana: I never eat hamburgers.
Think

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

   a) The question: *How often?* is used to ask about __________
      a) frequency
      b) personality

Write

3. Answer the questions about Ana.
   *Contesta las preguntas acerca de Ana.*

   a) What time does Ana get up?
      ____________________

   b) How often does she do exercise?
      ____________________

   c) How often does she go to the movies?
      ____________________

   d) How often does she eat hamburgers?
      ____________________

4. Write TRUE or FALSE.
   *Escribe TRUE o FALSE.*

   a) Ana never gets up early.
      ____________________

   b) She seldom goes to the movies.
      ____________________

   c) She always eats hamburgers.
      ____________________

   d) She gets up at seven o’clock.
      ____________________

   e) She does exercise at half past seven.
      ____________________
5. Use your information to complete the chart. Put a check (✓) in the activity and in the frequency according to you.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Play soccer</th>
<th>Go to school</th>
<th>Watch T.V</th>
<th>Wash the dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td></td>
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</tbody>
</table>

6. Answer the questions.

*Contesta las preguntas.*

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

b) How often do you go to school? ____________________________________________

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

d) How often do you wash the dishes? ________________________________________

e) How often do you take a shower? _________________________________________
Lesson 13

Do you know seahorses?

1. Read the article.

Lee el artículo.

All about seahorses!

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

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

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

Seahorses have no teeth and no stomach, but food passes through their digestive systems so quickly, and they must eat constantly to stay alive. They anchor themselves with their tails to sea grasses and corals, but by using their big nose to suck in plankton or small crustaceans that are around. They can consume 3,000 or more shrimps per day.
2. Answer these questions according to the article of seahorses.
Responde las preguntas de acuerdo al artículo de los caballos de mar.

1) What type of specie are the seahorses? _____________________
2) What do seahorses eat? _________________________________
3) Where do they live? _________________________________
4) What do you find most impressing about seahorses?___________

Think

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

1) When do we use and?
______________________________________________
2) When do we use but?
______________________________________________
3) When do we use or?
______________________________________________

Write

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

1. I like mosquitos ( and / but / or ) I don’t like spiders.
2. I don’t like cats ( and / but / or ) rats.
3. I like birds ( and / but / or ) monkeys.
4. I don’t like snakes ( and / but / or ) I like crocodiles.
5. I like kangaroos ( and / but / or ) koalas.
5. Write an article about an animal you like and know well. Use the words (and/ but/ or) to expand your text. Draw in the box the animal you are writing of.

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

____________________________
____________________________
____________________________
____________________________

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

Comparte tu artículo con 3 de tus compañeros para que aprendas de otros animales.
Lesson 14

Learn about koalas

Read

1. Read this article.

Lee el siguiente artículo.

Learn more about koalas!

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

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

Koalas live in eastern Australia. They love eucalyptus trees. In fact, they are always on these trees. During the day they sleep up to 18 hours. When not asleep a koala eats eucalyptus leaves, especially at night. Koalas do not drink much water, they get it from the leaves. Each animal eats about two and a half pounds (one kilogram) of leaves a day. They eat so many of these leaves that they take on a unique odor from their oil.

Koalas need a lot of space—about 100 trees per animal, a pressing problem as Australia's woodlands continue to reduce.
2. Answer the questions according to the article of Koalas.
   *Responde a las preguntas de acuerdo con el artículo de los koalas.*

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

Are the koalas a type of bear? ____________________________

What type of animals are they? ____________________________

What do they eat? _______________________________________

Where do they live? _____________________________________

What do they do when they aren’t sleeping? ___________________

Think

3. Complete the information, according to the article about koalas.
   *Complétala la siguiente información, de acuerdo con el artículo de los koalas.*

Write the relevant information on the line.

**Relevant information:**

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

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

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

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

*Escribe en el cuadro la información. Pega la imagen.*
6. Make a poster. Put it around the windows to help students to identify the specie, name, habitat, activity, what they eat and physical characteristics. Elabora un póster. Pégalo en las ventanas para que los demás alumnos puedan identificar las especies, el nombre, su hábitat, qué comen y sus características físicas.

Lesson 15

Do animals have routines?

1. Read the following article.

Lee el siguiente artículo.

Leopards, big cats!

Leopards are powerful and fierce big cats related to lions, tigers, and jaguars. They live in Africa, Central Asia, India, and China. When they hunt large animals to eat, they always take the bodies up to the trees, to keep them safe from hunters such as hyenas.

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

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

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

Leopards are light colored with characteristic dark spots that are called rosettes, because they look like the shape of a rose.
2. Answer these questions according to the article of leopards.
   *Responde las siguientes preguntas de acuerdo con el artículo de los leopardo*

1) Are leopards cats?

2) What do leopards eat in water?

3) Do leopards occasionally attack people and dogs?

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

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

Think

3. Look at the words in **bold** in the article. Complete the diagram using the words in the box.
   *Observa las palabras en **negritas** del artículo. Completa el diagrama, usando las palabras del cuadro.*

0 %  50 %  75 %  85 %  100%

never ____________ ____________ ____________ always

sometimes usually often
4. Organize the words in **bold** in the article according to their sequence.

**Organiza las palabras en negritas, de acuerdo a su secuencia.**

<table>
<thead>
<tr>
<th>During</th>
<th>First</th>
<th>Finally</th>
<th>Then</th>
</tr>
</thead>
</table>

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

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

---

---
1. Read the following dialogue.

Lee el siguiente diálogo.

At school
En la escuela

Richard: Hi. Do you have pets?
Nora: Yes, I have a horse. His name is Dorado. He is brown.
Richard: How old is he?
Nora: He is fourteen years old.
Richard: Can you tell me more about your horse?
Nora: Yes, what would you like to know?
Richard: What can he eat?
Nora: He can eat grass, he is herbivorous.
Richard: What can he do?
Nora: He can take me to school and he can jump very high.
Nora: Do you have pets?
Richard: Yes, I do. I have a cat.
Nora: What’s his name?
Richard: His name is Roco. He is black and white. He can climb trees.
2. Answer the following questions.
   *Contesta las siguientes preguntas.*

1) What are Nora and Richard talking about? __________________________________________________________

2) What can Dorado do? __________________________________________________________

3) How old is Dorado? __________________________________________________________

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

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

A) We use **can** to show __________
   a) time
   b) ability
4. Answer the following questions.  
Responde las siguientes preguntas.

**e.g.**  
Can bees make honey?  Yes, they can.  
Can polar bears swim?  Yes, they can.  
Can mosquitoes dance?  No, they can’t.

Can giraffes swim?  
Can fishes run?  
Can lions eat vegetables?  
Can people fly?  
Can crabs speak in English?
5. Write on the lines different abilities of 5 different animals you know. Use can.

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

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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

Comparte la información del ejercicio 5 con tus compañeros.
Lesson 17

Have you heard about white lions?

1. Read the article.

Lee el artículo.

White lions

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

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

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

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

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

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

Because of their unusual appearance, they have become prized hunting trophies. They have become the main attraction in circuses and zoos around the world. It is virtually impossible to find wild lions in the wild.
2. Answer the next questions.  
   Contesta las siguientes preguntas.

1) Have you ever heard about white lions?  
   _______________________________________________________

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

3) Are the white lions associated with God?  
   _______________________________________________________

4) Where do they live?  
   _______________________________________________________

5) Are they carnivores?  
   _______________________________________________________

Think

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

We use _____ to show possession.  
   a) Their  
   b) They

We use the verb to _______ to show possession.  
   a) be  
   b) have

We use the verb to _______ in different forms: is, are, am.  
   a) go  
   b) be
4. Complete the gapped text.
Completa los espacios del texto.

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

  I have a cat. Her name __________ Kitty. _________ is black and ____________.
  He __________ a dog. _________ name is Cat. He __________ brown and
  ____________.
  She __________ a fish. His _________ is Cleto. He is blue.

5. Work in small groups. Ask your partners information about their pets. Complete the chart.
Trabaja en pequeños grupos. Pregunta a tus compañeros información acerca de sus mascotas. Completa el cuadro.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Pet name</th>
<th>Pet</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juanita</td>
<td>Chato</td>
<td>parrot</td>
<td>yellow and blue</td>
</tr>
</tbody>
</table>
Lesson 18

Animals that live in your community

1. Work in small groups. Choose an animal that lives in your community.
   *Trabajen en pequeños grupos. Elijan algún animal que habite en su comunidad.*

2. Draw the animal you have chosen.
   *Dibuja el animal que elegiste.*
3. Write all the details about the animal:
   Physical characteristics
   Habits and routines
   Appropriate care of the animal
   Habitat

   *Escribe todos los detalles del animal:
   Características físicas
   Hábitos y rutinas
   Cuidados apropiados para el animal
   Hábitat*

<table>
<thead>
<tr>
<th>Physical characteristics</th>
<th>Habits and routines</th>
<th>Appropriate care</th>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

   *Organiza tu información y exponla ante la clase.*
Extra activity

5. With the permission of the school, you may also setup a birdfeeder outside the window of your classroom and watch the behavior of birds from your classroom. Con el permiso de tu escuela, hagan un semillero de aves en la ventana de tu salón de clases y observa el comportamiento de las aves que lo visiten.

Lesson 19

My favorite athlete is Ana Guevara

1. Read the next biography.
Lee la siguiente biografía.

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

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

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

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

She is now preparing to go to the Olympic Games of Beijing in 2008.
2. Answer the questions about Ana Guevara.
   Responde las preguntas sobre Ana Guevara.

1) What does Ana look like?
   _________________________________________________________

2) What does she do?
   _________________________________________________________

3) When is her birthday?
   _________________________________________________________

4) Where is she from?
   _________________________________________________________

5) When did she start to win medals?
   _________________________________________________________

Think

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

   When you talk about other people you use: ____________
   a) he/ his, she/ her, it/ its
   b) I/ my, me/ mine

   We use adjectives to __________ people.
   a) describe
   b) name

Write

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

1) What does your mother look like?
   _________________________________________________________

2) What does your father look like?
   _________________________________________________________

3) What’s your favorite athlete?
   _________________________________________________________
5. Describe a person you admire.

*Describe a persona que admires.*

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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

*Trabajen en parejas. Pregunta a tu pareja sobre la persona que él/ella admire.*
Lesson 20

What animals do you like?

Read

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

California Condor
Gymnogyps californianus: Vulture Culture

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

Elephant: “Nose-Y” Neighbor
Loxodonta africana

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

http://www.aspca.org/site/PageServer?pagename=kids_abcs_californiacondor
http://www.aspca.org/site/PageServer?pagename=kids_abcs_elephant
http://www.aspca.org/site/PageServer?pagename=kids_abcs_californiacondor
2. Choose the one you like the most.
Escoge el texto que más te gustó.

3. Answer these questions about the article you chose.
Contesta las siguientes preguntas acerca del artículo que elegiste.

1) What kind of animal is it? ________________________________
2) What's its principal physical characteristic?__________________
3) What does it eat?________________________________________
4) Where does it live?_______________________________________
5) Why did you choose this animal?____________________________
6) Describe the animal. What is it like?________________________
7) What is it called? ________________________________________

http://www.aspca.org/site/PageServer?page=animals-panda
4. Organize the information you get and write a text about the animal you chose on exercise 2. Use possessive pronouns (his, her, its).

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

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Extra activity

5. Bring a magazine for the next class.
Trape una revista para la clase siguiente.

Lesson 21

Create a gallery of famous people

1. Open the magazine and choose 2 different artists.
Abre la revista que trajiste y escoge 2 diferentes artistas.

2. Cut the images that you have chosen.
Recorta las imágenes que hayas escogido.
3. Paste the images you get on an empty sheet.
   *Pega las imágenes que cortaste en una hoja en blanco.*

   *e.g.*

4. Write a description of the artists you chose. Include name, place of birth, date of birth, physical description, activities they do and abilities.
   *Escribe una descripción de los artistas que recortaste incluye datos como: nombre, lugar de nacimiento, fecha de cumpleaños, descripción física, actividades que desempeñan y habilidades.*

5. Paste the posters on the windows, walls and board.
   *Pega los pósteres que creaste en las ventanas, paredes y en el pizarrón.*

---

**Lesson 22**

Come to visit our gallery!

1. Invite different people to your gallery. Tell other partners, your parents and teachers.
   *Invita a diferentes personas a tu galería. Dile a otros compañeros, a tus papás y a tus maestros.*
2. Look at the pictures of the artists and read their descriptions.
   *Observa las fotos de los artistas y lee sus descripciones.*

3. Choose 4 artists and complete the chart with the information you read on the gallery.
   *Completa los cuadros con la información que obtuviste de 4 artistas de la galería.*

1) Gallery of Famous People
   Name: ___________________________
   Birth of date: ___________________________
   Age: ___________________________
   Occupation: ___________________________
   Abilities: ___________________________

2) Gallery of Famous People
   Name: ___________________________
   Birth of date: ___________________________
   Age: ___________________________
   Occupation: ___________________________
   Abilities: ___________________________

3) Gallery of Famous People
   Name: ___________________________
   Birth of date: ___________________________
   Age: ___________________________
   Occupation: ___________________________
   Abilities: ___________________________
4) Gallery of Famous People

Name: ___________________________
Birth of date: ___________________________
Age: ___________________________
Occupation: ___________________________
Abilities: ___________________________

Speak

4. Share the information of the artists you chose with your partners. 
   Comparte la información de los artistas que escogiste con tus compañeros.
Lesson 23

Who is it?

1. Match the animals with the descriptions.
   Relaciona a los animales con las descripciones.

1) She is white. Her name is Kiki. She lives in a farm. Her babies live in eggs.

2) He is gray. His name is Kolo. He lives in the trees.

3) She is brown and green. Her name is Lizzi. She lives in the water.

4) He is gray. His name is Cheesy. He has a long tail. He loves eating cheese.
2. Now let's guess who the following famous people are. Match the columns.

<table>
<thead>
<tr>
<th>Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>She has straight blond hair. She has long hair. She's a Mexican singer.</td>
<td><img src="85x760" alt="Image" /></td>
</tr>
<tr>
<td>He has curly and black hair. He's a soccer player.</td>
<td><img src="99x746" alt="Image" /></td>
</tr>
<tr>
<td>She has wavy and black hair. She's from Veracruz. She's an actress.</td>
<td><img src="85x237" alt="Image" /></td>
</tr>
<tr>
<td>She has curly, long and brown hair. She loves children. She's a singer.</td>
<td><img src="372x351" alt="Image" /></td>
</tr>
<tr>
<td>He has straight blond hair. He's from England. He's a soccer player.</td>
<td><img src="372x69" alt="Image" /></td>
</tr>
</tbody>
</table>
3. Choose the correct option.

*Escoge la opción que corresponda.*

Elephants are ____________. They have ___________ trunks.
(green / gray) (long / short)

Turtles are ____________. They have a ___________ shells.
(purple / green) (big / small)

Giraffes are ____________. They have ___________ necks.
(tall / short) (long / short)

A mouse is ____________. It has a ___________ tail.
(big / small) (long / short)

A whale is ____________. It is ___________.
(gray / orange) (small / big)

4. Draw the animal that the text describe.

*Dibuja el animal que describe el texto.*

It is big. It has big ears, small eyes and a long neck. It is fat and green. It has four short legs. Its arms are long and its hands are black.
Lesson 24

1. Draw the hands of the clock according to the hour.

*Dibuja las manecillas a los relojes de acuerdo con la hora.*

- It's three o'clock.
- It's half past two.
- It's a quarter to nine.
- It's a quarter past four.
- It's one fifteen.
- It's ten to five.
2. Find the words: always, usually, often, sometimes, seldom, never.
*Encuentra las palabras: always, usually, often, sometimes, seldom, never.*

<table>
<thead>
<tr>
<th>S N E V R U O</th>
<th>O F T E N R T A</th>
</tr>
</thead>
<tbody>
<tr>
<td>M H F W R U S</td>
<td>E I K M Y M S C</td>
</tr>
<tr>
<td>T O M V O U U G</td>
<td>I A S D R S A U</td>
</tr>
<tr>
<td>M P L R T Y L D</td>
<td>E E D W F G L B</td>
</tr>
<tr>
<td>S O V G A Y Y U</td>
<td>R H K Q E Y G A</td>
</tr>
<tr>
<td>Y M E A W S S R</td>
<td></td>
</tr>
</tbody>
</table>

3. Match the description with the animal.
*Relaciona las descripciones con el animal.*

- It is small. It has small ears and a long tail. It loves cheese.
- It is big. It has a long trunk and big ears. It is gray.
- It is brown. It has a tail. It is a man’s best friend.
- It is small. It can fly. It lives in the forest.
- It is gray. It lives in the sea. It can swim.
4. Read the text. Then, complete the information.

Lee el texto. Después completa la información.

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Physical Appearance</th>
<th>Personality</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeta 54</td>
<td>201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zeta 55</td>
<td>190</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write AND, BUT, OR.

Escribe AND, BUT, OR.

a) I have English class on Monday, Wednesday, ___________ Thursday.
b) Do you prefer cats ___________ dogs?
c) I like vegetables ___________ I don’t like carrots.
d) In my schoolbag I carry a book, a notebook, a pen ___________ a pencil.
e) My dog is very clean ___________ it doesn’t like to take a shower.
6. Find the words and circle them. All of these words are related to you and your relationship with your pet. Look them up in a dictionary and write their meanings.

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

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

I A S F E R A S P P L A Y R C
N C Y R B E S I C R E X E N O
T C N I A S N E S E T E V O M
E E A E R P I E L S B R L I P
R P E N C O M M I T M E N T A
D T J D O N K E R Z E S B C N
E R A B I S E T O F B P L E I
P U E D E I S P E R T E S T O
E Y D D U B T O E R A C T O N
N R I N N I D L E D I T S R S
D T F I S L O V E H R D U P H
E R N A U I G H T H O E R R I
N A O L A T R O F M O C T S P
C I C N E Y Z Z C L I R E N Y
E N J O Y G M U T U A L R E I
1. Draw the hands of the clock according to the hour.
   *Dibuja las manecillas a los relojes de acuerdo a la hora.*

Page 71/ página 71
2. Find the words: always, usually, often, sometimes, seldom, never.

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

3. Match the description with the animal.

Relaciona las descripciones con el animal.

- It is small. It has small ears and a long tail. It loves cheese.
- It is big. It has a long trunk and big ears. It is gray.
- It is brown. It has a tail. It is the best friend of a man.
- It is small. It can fly. It lives in the forest. It is beautiful.
- It is gray. It lives in the sea. It can swim.
4. Read the text. Then, complete the chart.
   *Lee el texto. Después completa la información.*

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

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

<table>
<thead>
<tr>
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<th>Age</th>
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<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeta 54</td>
<td>201 years old</td>
<td>tall and fat.</td>
<td>friendly, kind, patient, adventurous</td>
<td>singer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>orange. a big head.</td>
<td>and intelligent.</td>
<td></td>
</tr>
<tr>
<td>Zeta 55</td>
<td>190 years old</td>
<td>short and thin.</td>
<td>aggressive, angry, impatient</td>
<td>actor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a small head.</td>
<td>and lazy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>blue.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Temas</th>
<th>Material sugerido</th>
</tr>
</thead>
</table>
| Puedes consultar estas páginas a lo largo de toda la unidad 1. | • www.bbc.co.uk/teens  
• www.afterschool.gov/kidsnteens2.html  
• Programa sepAingles: Programa 9 “Spare Time”  
• www.animalplanet.org  
• www.animaland.org  
• www.kidsplanet.org |

Bibliografía

Unit 2

Health and the body/Salud y el cuerpo
El propósito de esta unidad es capacitar a los estudiantes para que puedan dar consejos y hacer sugerencias sobre la salud.

Topics/Temas

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

My head, my arms and my legs

Read

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

What kind of text is it?  
a) a letter  
b) an article  
c) an e-mail

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

Andy’s mother is in her yoga class.

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

Mom: Do we have to keep our back straight?

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

Mom: That feels great!

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

Mom: Am I doing well?

Yoga teacher: Yes, you are. That’s a great job!
3. Answer the questions about the text.  
Responde las preguntas acerca del texto.

Where's Andy's mother? ________________________________________
What is the class about? ________________________________________
How is Andy's mom doing? ______________________________________

Think

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

<table>
<thead>
<tr>
<th>head</th>
<th>nose</th>
<th>hands</th>
<th>stomach</th>
<th>legs</th>
</tr>
</thead>
<tbody>
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</table>

Play

5. Play Simon Says.  
Juega, Simón dice.

Example: Simon says: touch your nose.
Lesson 2

Is she feeling OK?

Read

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

   ![Image 1](l/w/b/e/o)  ![Image 2](u/l/o/r/e/d/s/h)  ![Image 3](c/e/k/n)

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

Andy: Hello. This is Andy speaking. May I speak with Rose?
Rose’s mother: Hello Andy. I’m sorry but Rose isn’t feeling ok!
Andy: Is she fine? She didn’t go to school today.
Rose’s mother: No, she isn’t fine!
Andy: Is she sick?
Rose’s mother: Yes, she has a cold.
Andy: Ups. Is she going to school tomorrow?
Rose’s mother: Well, it depends on how she is feeling tomorrow morning.
Andy: Thanks for your help. Hope Rose gets better. Good bye.
Rose’s mother: Thank you. Bye.
3. Circle T if the sentence is True and F if it is False.
   *Encierra en un círculo T si el enunciado es verdadero y F si es falso.*
   
   Andy is speaking with Rose.    T  F
   Rose was absent at school.    T  F
   Rose isn’t sick.    T  F
   Rose has a cold.    T  F

Think

4. Re-read the dialogue. Answer the question.
   *Relee el diálogo. Responde la pregunta.*
   
   What are the questions used to know if someone is feeling bad or well?

5. Match the columns.
   *Relaciona las columnas.*
   
   Cold
   Sick
   Fine
Lesson 3

Do you feel sick?

Read

1. Answer the question.
   Responde la pregunta.
   What are they doing?
   a) Writing a letter
   b) Speaking on the phone

2. Read the dialogue.
   Lee el diálogo.

Andy: Hello. This is Andy. How does Rose feel?
Rose's mother: Hello Andy. She feels better.
Don't you want to talk to her?

Andy: Yes, I do.
Rose’s mother: OK. Hold on please.
Rose: Hi Andy.
Andy: Do you feel better? We miss you at school.
Rose: Yes, I do. I believe I'll be back at school tomorrow.
Andy: That's great! See you tomorrow.
Rose: Good bye.
Andy: Bye.
3. Circle T if the sentence is True and F if it is False.
   Encierra en un círculo T si el enunciado es verdadero y F si es falso.
   Andy is speaking with Rose’s father.   T   F
   Rose is feeling better.   T   F
   Andy misses Rose at school.   T   F
   Rose will be back at school tomorrow.   T   F

4. Complete the chart using the dialogue.
   Completa la tabla usando el diálogo.

<table>
<thead>
<tr>
<th>Forms of do</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does</td>
<td></td>
</tr>
<tr>
<td>Do</td>
<td></td>
</tr>
<tr>
<td>don’t</td>
<td></td>
</tr>
</tbody>
</table>

5. Choose the answer that corresponds.
   Elige la respuesta que corresponda.
   We use __________ with singular nouns and the pronouns he, she and it.
   a) do
   b) does

   We use __________ with plural nouns and the pronouns I, we, you and they.
   a) do
   b) does

   They are the negative forms of do: __________
   a) done/ doesn’t
   b) don’t/ doesn’t
6. Look at the image. Complete the text.

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

Lesson 4

What's the matter?

1. Answer the question.

Read

What kind of texts are these?

a) letters
b) articles
c) dialogues
2. Read the dialogues.
*Lee los diálogos.*

What’s the matter Andy?
I have a stomachache.

What’s the matter Mom
I have a cough and a cold.

What’s the matter Andy?
I have a headache.

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

In the dialogue one Andy has a stomachache. T F
In the dialogue two Andy’s mom has a toothache. T F
In the dialogue Andy has a headache. T F
4. Complete the chart using the words in the box. Look at the parts of the body.
Completa la tabla usando las palabras del cuadro. Observa las partes del cuerpo.

To identify problems we ask:

<table>
<thead>
<tr>
<th>cold</th>
<th>toothache</th>
<th>stomachache</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough</td>
<td>headache</td>
<td>earache</td>
</tr>
</tbody>
</table>
5. Write on the line people’s problems.
   *Escribe sobre la línea los problemas de las personas.*

Example: *She has fever.*

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

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

________________________________________________________________
________________________________________________________________
________________________________________________________________

Lesson 5

You should stay in bed

1. Answer the questions. Order the words to form a word.
   Responde las preguntas. Ordena las letras para formar una palabra.

   What's the problem?
   a) a/e/h/d/h/c/a/e                      _____________________
   b) r/e/f/e/v                                _____________________
   c) o/t/s/m/a/c/h/e/a/c/h/            _____________________

2. Read the dialogue.
   Lee el diálogo.

   Andy: Good morning Mom.
   Mom: Good morning Andy.
   Andy: Are you OK?
   Mom: No, I have a headache.
   Andy: You should stay in bed.
   Mom: But that's impossible!
   I have lots of things to do.
   Andy: You should take a nap.
   Mom: Yes, you are right.
3. Answer the questions.
   Responde las preguntas.

What's the problem of Andy's mother?

What's Andy's mom going to do?

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

We use ___________ to give advice.
   a) Should
   b) Do

5. Match the columns.
   Relaciona las columnas.

1) I have a toothache.                                  a) She should put on her sweater.
2) She has a headache.                               b) He should go to the doctor.
3) He has a stomachache.                           c) You should drink some water.
4) I'm thirsty.                                                d) You should go to the dentist.
5) She is cold.                                              e) She should take an aspirin.

Example:

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

a) __________________________________________________
b) __________________________________________________

a) __________________________________________________
b) __________________________________________________

a) __________________________________________________
b) __________________________________________________

Lesson 6

You shouldn’t go to bed late

1. Complete the information.
   Completa la información.

Tom always goes to bed very late and he is always tired.
He _____________ go to bed earlier.
2. Read the dialogue. 
*Lee el diálogo.*

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

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

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

Think

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

It is the negative form of *should.*

a) Don’t

b) Shouldn’t
5. Match the columns.
   Relaciona las columnas.

1) You work too hard.  a) She shouldn’t smoke.
2) She is fat. b) You shouldn’t work so hard.
3) He is grounded. c) She shouldn’t eat junk food.
4) I have a cold. d) You shouldn’t drink cold drinks
5) She has a cough. e) He shouldn’t behave so bad.


a) __________________________________________________
b) __________________________________________________

a) __________________________________________________
b) __________________________________________________

a) __________________________________________________
b) __________________________________________________

a) __________________________________________________
b) __________________________________________________
1. Answer the question.  
   *Responde la pregunta.*

What kind of text is it?

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

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

Dear Rose,

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

Regards,

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

Andy is writing a letter to Rose.    T  F
Andy fell down the bed.     T  F
Andy injured his right knee.    T  F
Andy should put ointment on. T  F

4. Order the questions and write them on the line. Answer the questions.
Ordena las preguntas y escribe las sobre la línea. Contesta las preguntas.

1) she/ Is/ sick?

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

3) feel/ Do/ sick/ you/?

4) does/ he/ How/ feel/?
5. Find the words in the box and circle them.

Encuentra y encierra las palabras del cuadro.

<table>
<thead>
<tr>
<th>S</th>
<th>P</th>
<th>T</th>
<th>B</th>
<th>M</th>
<th>V</th>
<th>E</th>
<th>A</th>
<th>R</th>
<th>J</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>T</td>
<td>O</td>
<td>Y</td>
<td>U</td>
<td>I</td>
<td>O</td>
<td>P</td>
<td>T</td>
<td>R</td>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
<td>X</td>
<td>O</td>
<td>C</td>
<td>H</td>
<td>D</td>
<td>G</td>
<td>H</td>
<td>Y</td>
<td>E</td>
<td>L</td>
</tr>
<tr>
<td>A</td>
<td>S</td>
<td>T</td>
<td>M</td>
<td>E</td>
<td>D</td>
<td>F</td>
<td>J</td>
<td>U</td>
<td>W</td>
<td>P</td>
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<tr>
<td>W</td>
<td>R</td>
<td>H</td>
<td>T</td>
<td>A</td>
<td>R</td>
<td>M</td>
<td>S</td>
<td>I</td>
<td>Q</td>
<td>O</td>
</tr>
<tr>
<td>S</td>
<td>C</td>
<td>A</td>
<td>G</td>
<td>D</td>
<td>C</td>
<td>H</td>
<td>K</td>
<td>O</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
<td>C</td>
<td>Q</td>
<td>T</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>P</td>
<td>Z</td>
<td>J</td>
</tr>
<tr>
<td>Z</td>
<td>H</td>
<td>H</td>
<td>V</td>
<td>B</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>V</td>
<td>C</td>
</tr>
<tr>
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<td>U</td>
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<td>C</td>
<td>A</td>
<td>L</td>
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<td>N</td>
<td>C</td>
<td>B</td>
<td>X</td>
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<tr>
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<td>K</td>
<td>E</td>
<td>E</td>
<td>L</td>
<td>I</td>
<td>D</td>
<td>K</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>M</td>
<td>P</td>
<td>M</td>
<td>A</td>
<td>F</td>
<td>O</td>
<td>W</td>
<td>O</td>
<td>B</td>
<td>L</td>
<td>E</td>
</tr>
</tbody>
</table>

stomachache  head  elbow  toothache  ear  arms  hand

6. Answer the letter to Andy.

Responde la carta a Andy.

__________________________

Dear ____________,

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Regards,

__________________________
Lesson 8

Take some pills

Read

1. Answer the question.
   Responde la pregunta.

Who is the man that works at a hospital and takes care of people’s health? He is a _________________.

   a) mechanic
   b) doctor
   c) policeman

2. Read the dialogue.
   Lee el diálogo.

Mom: How are you feeling today?
Andy: I woke up with a cold.
Mom: I think we should go to see Dr. Lopez.

Dr. Lopez: What’s the matter?
Mom: Andy has a cold.
Dr. Lopez: I see! You also have fever. OK, Andy you have to stay in bed for two days, take some pills and don’t drink cold water.
Mom: You heard that, Andy. You have to stay in bed.
3. Answer the questions.
Responde las preguntas.

Why did Andy go to the doctor?
___________________________________________________________

What did the doctor advice Andy?
___________________________________________________________

In your opinion, what should Andy do?
___________________________________________________________

Think

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

Imperative form is used to give medical indications. For example:
Stay in bed, ________________, ______________________.

Write

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

Stay in bed     Take an aspirin     Have a hot drink

I have a headache.
________________________________________
6. Ask your classmates how they are feeling and give them medical instructions. Complete the chart.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Problem</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne</td>
<td>animal bite</td>
<td>go to see a doctor</td>
</tr>
</tbody>
</table>
Lesson 9

I would go to the dentist

Read

1. Answer the question.
   Responde la pregunta.

   Where are they?

   a) at school  b) at home

2. Read the dialogue.
   Lee el diálogo.

   Andy: Hi, Mom! How are you doing?
   Mom: I have a toothache. It really hurts!
   Andy: If I were you I would go to the dentist.
   Mom: That’s a good idea.
   Andy: Yes mom but if I were you, I would brush my teeth properly.
   Mom: I know, Andy.
3. Circle T if the sentence is True and F if it is False.

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

Andy has a toothache.   T  F
Andy’s mom is going to the dentist.  T  F
Andy doesn’t brush his teeth properly.  T  F

Think

4. Answer the questions.

Responde las preguntas.

Would is used to:

a) request
b) order

Write

5. Complete the information.

Completa la información.

Sara is tired.
If I were Sara, I __________________________________________

Leo has a cold.
If I were Leo, I __________________________________________

Tom is thirsty.
If I were Tom, I __________________________________________

Norma has a cough.
If I were Norma, I _______________________________________
6. Ask your classmates how they are feeling and give them medical instructions. Complete the chart.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Problem</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne</td>
<td>animal bite</td>
<td>If I were you first, I would wash the bite with soap and water</td>
</tr>
</tbody>
</table>

Lesson 10

I wouldn’t use toothpicks

Read

1. Answer the question.

   *Responde la pregunta.*

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

   a) Nutritionist  b) Carpenter  c) Dentist
2. Read the dialogue.

Lee el diálogo.

Andy’s Mom: Hello this is Mrs. Gomez speaking. May I speak with dentist Robins?
Dentist Robins: Hello. Good afternoon. What’s the problem?
Andy’s Mom: I have a toothache.
Dentist Robins: Oh! I see! Take some pills to avoid inflammation or redness. It’s important to brush your teeth with a soft tooth brush, to prevent decay.
Andy’s Mom: Would I brush hard my teeth?
Dentist Robins: No, you wouldn’t. And if I were you I, wouldn’t use toothpicks because you can hurt your gums. The best thing to use is dental floss.
Andy’s Mom: I think I should visit the dentist regularly!
Dentist Robins: That’s right. If I were you I, would make an appointment for tomorrow.

3. Answer the questions about the dialogue.

Responde las preguntas acerca del diálogo.

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

_____________________________________________________________

2) Why do we have to brush our teeth?

_____________________________________________________________

3) Is it good to use toothpicks?

_____________________________________________________________

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

Gum: ________________________________________________________
Dental floss: __________________________________________________
Toothpicks: ___________________________________________________
Think

4. Answer the questions.
   Responde las preguntas.

Wouldn't is used to:

a) request
b) order

Write

5. Complete the information.
   Completa la información.

Laura has a stomachache.
If I were Laura, I __________________________________________

Sophie is late for school.
If I were Sophie, I __________________________________________

Ralph is bored.
If I were Ralph, I __________________________________________

Bob has a cold.
If I were Bob, I ____________________________________________
6. Work in pairs. Write a dialogue similar to exercise two. Practice saying it.
   Trabaja en parejas. Escribe un diálogo similar al del ejercicio dos. Practica diciéndolo en voz alta.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Lesson 11

A visit to the dentist

1. Order the words according to the image.
   Ordena las palabras de acuerdo con la imagen.

   a/c/e/m/h/i/c/n  u/r/n/s/e  /e/r/h/c/t/e/a
2. Read the dialogue.
   *Lee el diálogo.*

Andy’s Mom: Finally I’m here!
Dentist Robins: Let me see your tooth.
Andy’s Mom: I believe it is probably decay.
Dentist Robins: You should consider suggestions I told you yesterday.
Andy’s Mom: Are you checking all teeth?
Dentist Robins: Yes, I am. Just to prevent.

Think

3. Go back to the dialogue and look at the words in bold.
   *Regresa al diálogo y observa las palabras en negritas.*

Some nouns have irregular plurals like:
   a) tooth- teeth
   b) foot-feet

4. Complete the chart.
   *Completa la tabla.*

<table>
<thead>
<tr>
<th>Singular forms</th>
<th>Plural forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>Teeth</td>
</tr>
<tr>
<td>foot</td>
<td></td>
</tr>
</tbody>
</table>

Write

5. Write a dialogue similar to exercise two using foot and feet.
   *Escribe un diálogo similar al del ejercicio dos usando foot y feet.*

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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Lesson 12

Why don’t you go to the nutritionist?

Read

1. Ask your partner what kind of food he likes and write a ✓ or a ✗ according to you and your partner’s information.

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

<table>
<thead>
<tr>
<th></th>
<th>Vegetables</th>
<th>Meat</th>
<th>Junk food</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the dialogue.

Lee el diálogo.

Andy: Hi Rose, you look different!
Rose: Yes, is because I’m gaining weight!
Andy: Why don’t you go to nutritionist?
Rose: I believe that’s a good idea!

Rose: Andy, I see that you are also a bit fat!
Andy: Mmmm. It’s just that I’m growing!
Rose: Why don’t you come with me to visit the nutritionist?
Andy: I think I will go with you.
3. Circle T if the sentence is True and F if is False.
Encierra en un círculo T si el enunciado es verdadero y F si es falso.

Rose and Andy are at the hospital.   T  F
Rose is gaining weight.         T  F
Andy is going to visit the nutritionist. T  F
Rose is going to visit the nutritionist. T  F

Think

4. Answer the questions.
Responde las preguntas.

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

Write in Spanish the meaning of this question.
__________________________________________________________

Write

5. Choose the answers that correspond.
Elige las respuestas que correspondan.

1) I’m tired.                  2) I have a headache.
   a) go to bed               a) take an aspirin
   b) watch T.V.            b) talk on the phone
   c) take a nap            c) relax

3) I’m thirsty.                4) I’m hungry.
   a) drink a soda          a) eat an apple
   b) play soccer          b) go to bed
   c) drink a glass of water  c) have a meal
6. Work in pairs. Use the problems in exercise five and have a dialogue with your partner. Write the dialogue.

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

1) I'm tired.

______________________

______________________

2) I have a headache.

______________________

______________________
3) I'm thirsty.

4) I'm hungry.

Lesson 13

You’d better change your eating habits

Read

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

What kind of text is it?

a) a letter    b) an article
Nutrition and your health

You should lower your fat ingestion by following some of the suggestions below. You should avoid greased meat and fried foods. You can substitute them with sliced turkey, fish, eggs, and poultry. You should also avoid tuna canned in oil and substitute it with tuna canned in water. You should take low-fat milk, vegetables, and rice. You should not drink excessive amounts of coffee or tea and colas because they can cause insomnia and irritability.

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

3. Answer the questions about the article.

Responde las preguntas acerca del artículo.

What kind of food you have to avoid?

________________________________________________________________________

How can we substitute tuna canned in oil?

________________________________________________________________________

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

________________________________________________________________________

Write two characteristics of water.

________________________________________________________________________
Think

4. Look at the chart. 
Observa la tabla.

<table>
<thead>
<tr>
<th>Count nouns</th>
<th>Non count nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
<td>meat</td>
</tr>
<tr>
<td>vegetables</td>
<td>milk</td>
</tr>
<tr>
<td></td>
<td>tea</td>
</tr>
<tr>
<td></td>
<td>coffee</td>
</tr>
</tbody>
</table>

5. Complete the information. 
Completa la información.

Count nouns have:

a) singular and plural forms 
b) imperative forms

Non count nouns have:

a) singular and plural forms 
b) only one form

Non count nouns are the ones that are contained in:

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

Count nouns are the ones that:

a) Can be quantified by piece 
b) Are in containers
6. Complete the chart with the words in the box. Organize count and non count nouns. Share your answers with your classmates. Illustrate your answers.

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

<table>
<thead>
<tr>
<th>Dairy products</th>
<th>Cereals</th>
<th>Meats</th>
<th>Fruits</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>yogurt</td>
<td>wheat</td>
<td>bacon</td>
<td>mango</td>
<td>lettuce</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Non countable nouns</th>
</tr>
</thead>
</table>
Lesson 14

Drink a cup of tea

Read

1. Answer the question.  
   Responde la pregunta.

What kind of text is it?
   a) a letter  b) an e-mail  c) a dialogue

2. Read the dialogue.  
   Lee el diálogo.

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

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

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

What’s the matter with Andy? ________________________________

Who is Andy’s mom talking with? ________________________________

What are the suggestions Dr. Lopez gave to Andy?

____________________________________________________________
Think

4. Complete the chart.
   *Completa la tabla.*

<table>
<thead>
<tr>
<th>Expressions of quantity</th>
<th>Image</th>
</tr>
</thead>
</table>
| a piece of bread             | ![Bread](image)
| a bowl of soup               | ![Soup](image)
| Some vegetables              | ![Vegetables](image)
| a few vegetables             | ![Vegetables](image)
| a little vegetables          | ![Vegetables](image)
| a glass of water             | ![Water](image)
| a cup of coffee              | ![Coffee](image)
| a grain of rice              | ![Rice](image)

Write

5. Work with a partner. Take turns describing the images. Make sentences.
   *Trabaja con un compañero. Túrnense para describir las imágenes. Escribe enunciados.*

Example:

There is a bowl of vegetable soup. There are some bananas.
1) Breakfast

2) Lunch
3) Dinner

Lesson 15

I have mumps

Read

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

Example:

They are always having fun, so they are never sad.
From: andygomez@cooltown.com
To: rose@meetme.com
Subject: Greetings from Mexico

Dear Rose,

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

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

Regards,
Andy
3. Choose the answer that corresponds.

**Elige la respuesta que corresponde.**

_____ Because is used to show:

a) relationship  
b) cause and effect

_____ connects similar ideas or adds information.

a) and  
b) so

_____ means "by contrast". It connects opposite ideas.

a) but  
b) because

_____ expresses an alternative or choice.

a) and  
b) or

---

**Write**

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

**Completa el texto, usa (",", "and", "but", "because")**

I fell down when I was walking _____ I didn’t notice that there was a big hole. That’s why I broke my leg _____ my arm. I didn’t use to be aware _____ now I’m very careful. Look well _____ be careful when you are walking _____ it’s very dangerous.
5. Answer the e-mail to Andy. Use (”, “and”, “but”, “because”) 
Responde el correo electrónico. Usa (”, “and”, “but”, “because”) 

From:
To:
Subject:
Dear __________________,

______________________________________________________________

Regards,

______________________________________________________________

Lesson 16

Mini Check

1. Complete the information. 
   Completa la información.

If I have a headache. What should I do?

_________________________________________________________________
2. Read the dialogue.

"Lee el diálogo."

Doctor: So, tell me Andy how do you feel?
Andy: I'm feeling very bad, I have mumps.
Doctor: Do you have fever or headache?
Andy: No, I don't. But I have a terrible sore throat!
Doctor: OK. You have a sore throat and mumps but you don't have fever or headache. Rest in bed and drink plenty liquids and some hot teas. Why don't you also take some vitamins?
Andy: So, when I get to my home I will drink a cup of tea and a glass of lemonade.
Doctor: If I were you, I wouldn't drink cold beverages.

3. Answer the questions about the dialogue.

"Responde las preguntas acerca del diálogo."

What’s Andy’s problem?
_____________________________________________________

How is Andy feeling?
_____________________________________________________

What are the suggestions Doctor told Andy?
_____________________________________________________

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

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

"Regresa al texto. Completa la tabla."

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Quantifiers</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
5. Work in pairs. Think about a problem and write a dialogue about it and give suggestions and solutions. Practice saying the dialogue with your classmates.

<table>
<thead>
<tr>
<th>Directions (imperatives)</th>
<th>Requests</th>
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</thead>
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</tbody>
</table>

Speak  Write
Project: Drugs abuse and illegal drugs. Part one

Read

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

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

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

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

3. Look at the list of contents.

Observa la lista de contenidos.

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

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

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

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

Crean algo único, algo que comunique lo que ustedes quieren a otras personas.
6. Each pair has different contents. Share what you have chosen with your classmates not repeating.

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

Lesson 18

Project: Drugs abuse and illegal drugs. Part two

Read

- Making brochures
  Hacer folletos

1. Prewriting.
   Antes de escribir.

  - Choose a topic.
  - Gather specific details.

2. Writing.
   Escriviendo.

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

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

4. Publishing.
   * **Publicando.**

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

---

**Lesson 19**

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

**Read**

- Making a poster
  * **Hacer un poster**

1. Prewriting.
   * **Antes de escribir.**

   - Choose a topic.
   - Find information.
2. Writing.
   *Escribiendo.*

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

3. Checking.
   *Revisando.*

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

4. Publishing.
   *Publicando.*

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

---

**Lesson 20**

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

**Read**

- Persuasive arguments
  *Argumentos persuasivos*

1. Prewriting.
   *Antes de escribir.*
   - Decide what you want to persuade people to do.
• Gather convincing facts and reasons.

2. Writing.

Escribiendo.

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

Example: Why not loosing weight?

State your opinion

Give facts and reasons

Repeat your opinion

3. Checking.

Revisando.

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

4. Publishing.

Publicando.

• Share your argument with the classmates.
• Illustrate your persuasive argument.
Lesson 21

Review

Write

1. Complete the dialogue with the words in the box.
   Completa el diálogo con las palabras del cuadro.

<table>
<thead>
<tr>
<th>should</th>
<th>don’t</th>
<th>matter</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marcus: What’s the ____________, Tania?
Tania: I have a headache, I’m not feeling Ok.
Marcus: ___________ get angry. ____________ don’t you take an aspirin?
Tania: Then what should I ___________?
Marcus: You ___________ relax and take a breath.
Tania: That’s a ____________ idea. Thanks!

2. Choose the answer that corresponds. Write on the line what you shouldn’t do.
   Elige la respuesta que corresponda. Escribe sobre la línea lo que no deberías hacer.

   1. Drowning
      ___ a) You should cover your nose
      ___ b) You should give artificial respiration.

   2. Broken bone
      ___ a) You should make the person vomit
      ___ b) You shouldn’t move the area
3. Burns
   ___ a) You should put tomato on the burn.
   ___ b) You should put the burnt into running water.

4. Poisoning
   ___ a) You should hold his head.
   ___ b) You should get the person to the doctor.

3. Draw the images according to the instruction. Write a sentence about it.
   *Dibuja las imágenes de acuerdo a la instrucción. Escribe un enunciado acerca de ello.*

<table>
<thead>
<tr>
<th>a piece of cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bowl of cereal</td>
</tr>
<tr>
<td>some eggs</td>
</tr>
<tr>
<td>a few milk</td>
</tr>
<tr>
<td>a little sugar</td>
</tr>
<tr>
<td>a glass of juice</td>
</tr>
<tr>
<td>a cup of tea</td>
</tr>
</tbody>
</table>
4. Order the questions.
*Ordena las preguntas.*

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

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

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

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

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

1) shouldn’t/ go/ late/ bed/ to/ You ___ I have a cold.
2) go/ swimming/ you/ don’t/ Why ___ I have an earache
3) eat/ more/ should/ You/ vegetables ___ I’m thirsty
4) specialist/ you/ Why/ see/ don’t/ a ___ I have to wake up early.
5) don’t/ drink/ Why/ you/ lemonade ___ I have to loose weight
6. Ana is very sick. She has a stomachache. Write an e-mail giving her suggestions.
   *Ana está muy enferma. Tiene dolor de estómago. Escribelle un correo electrónico dándole sugerencias.*

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dear ________________.


Regards,

________________
Lesson 7
Mini Check

Page/página 110
4.
1) Is she sick?
   No, she isn’t sick.

2) What’s the matter?
   He/ she has a headache, stomachache, etc.

3) Do you feel sick?
   No, I don’t.

4) How does he feel?
   He feels fine, sick, etc.

Page/página 111
5.

Answer key/ Respuestas

S P T B M V E A R J H
Q T O Y U I O P T R Y
Z X O C H D G H Y E L
A S T M E D F J U W P
W R H T A R M S I Q O O
S C A G D C H K O A U
X Y C Q T H H P Z J
Z H H V B P A A N V C
B U E C A L L N C B X
N I K E E L I D K H H
M P M A F O W O B L E
Lesson 16
Mini Check

Pages/páginas 136-137

4.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Quantifiers</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea</td>
<td>some</td>
<td>How do you feel?</td>
</tr>
<tr>
<td>Liquids</td>
<td>some</td>
<td>Do you have fever or headache?</td>
</tr>
<tr>
<td>Lemonade</td>
<td>plenty</td>
<td>Why don’t you also take some vitamins?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a glass of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a cup of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directions (imperatives)</th>
<th>Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest in bed and drink plenty of liquids and some hot teas.</td>
<td>If I were you, I wouldn’t drink cold beverages</td>
</tr>
</tbody>
</table>
Review
Page/página 143
1.

Marcus: What's the matter, Tania?
Tania: I have a headache, I'm not feeling Ok.
Marcus: Don't get angry. Why don't you take an aspirin?
Tania: Then what should I do?
Marcus: You should relax and take a breath.
Tania: That's a good idea. Thanks!

Pages/páginas 143-144
2.

1. Drowning
   ___ a) You should cover your nose
   ___ x b) You should give artificial respiration.
      You shouldn't cover your nose.
2. Broken bone
   ___ a) You should make the person vomit
   ___ x b) You shouldn’t move the area
      You shouldn’t make the person vomit.
3. Burns
   ___ a) You should put tomato on the burn.
   ___ x b) You should put the burn into running water.
      You shouldn’t put tomato on the burn.
4. Poisoning
   ___ a) You should hold his head.
   ___ b) You should get the person to the doctor.
      You shouldn't hold his head.
4.
1) Why don't you have a soda?
2) Why don't you have a cup of tea?
3) Why don't you eat an apple?
4) Why don't you take a drop of syrup?

5.
1) You shouldn't go to bed late.  
2) I have a cold.  
3) Why don't you go swimming?  
4) I have an earache  
5) You should eat more vegetables.  
4) I'm thirsty  
5) Why don't you see a specialist?  
1) I have to wake up early.  
5) Why don't you drink lemonade?  
3) I have to loose weight
### Materiales de apoyo

<table>
<thead>
<tr>
<th>Temas</th>
<th>Material sugerido</th>
</tr>
</thead>
</table>
| Puedes consultar estas páginas a lo largo de toda la unidad 2. | • www.health.discovery.com  
• Programa enciclomedia para telesecundaria. |

### Bibliografía


Unit 3

Shopping and Clothes/Compras y ropa
Unit 3
Shopping and Clothes/
Compras y ropa

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

Topics/Temas
Lesson 1  Look at this catalogue
Lesson 2  The jacket is comfortable
Lesson 3  That red T-shirt is nice
Lesson 4  This green shirt is cool
Lesson 5  A laptop computer is practical
Lesson 6  Barbara is sporting a pair of modern earrings
Lesson 7  Mini Check
Lesson 8  The pink dress is nicer than the red one
Lesson 9  The red dress is ugly, but the green dress is uglier
Lesson 10 Mathematics is more interesting
Lesson 11 Which apartment is bigger?
Lesson 12 The brown shoes are more comfortable than the
    black ones
Lesson 13 Practicing a sport is healthier
Lesson 14 My English homework
Lesson 15 Mini Check
Lesson 16    Which is the smallest state in Mexico?
Lesson 17    Mexico is the most beautiful place in the world
Lesson 18    The Rocker Band is the best
Lesson 19    Can I help you?
Lesson 20    Can you help me?
Lesson 21    Project: Garage sale. Part one
Lesson 22    Project: Garage sale. Part two
Lesson 23    Project: Garage sale. Part three
Lesson 24    Review

24 sessions, 8 weeks / 24 sesiones, 8 semanas
Lesson 1

Look at this catalogue

Read

1. Match the columns.
   
   Relaciona las columnas.

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

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

---

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

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

Jeans
Colors: Green
Pink
Price: $250
Size: Large
Medium
Small
Color: Green
Price: $200
3. Write True or False.
Escribe True (verdadero) o False (falso).

a) A medium dress is $350. _______________

b) The cheap jeans are in green. _______________

c) The white jeans are $200. _______________

d) There are black and red dresses. _______________

e) There is an expensive jacket. _______________

Think

4. Complete the chart with the words in bold from exercise 3. Complete the rule.
Completa el cuadro con las palabras en negritas del ejercicio 3. Completa la regla.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>medium</td>
<td>dress</td>
</tr>
<tr>
<td>cheap</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td></td>
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<tr>
<td>black</td>
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<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>expensive</td>
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</tbody>
</table>

a) In order to describe something first you write the _______________ followed by the _______________.
5. Look the items and write the prices.
Observe los artículos y escribe los precios.

6. Work in pairs. Talk about the prices in exercise 5. Use the words in the vocabulary chart.
Trabaja en parejas. Habla acerca de los precios en el ejercicio 5. Usa las palabras del cuadro de vocabulario.

Example:

Student A: I think the cap is expensive.
Student B: I think the T-shirt is cheap.
Lesson 2

The jacket is comfortable

1. Underline the word that answers the question.
Subraya la palabra que contesta la pregunta.

A) What are the names of the words that describe items?
a) verbs   b) adjectives   c) nouns

2. Read the dialogue.
Lee el diálogo.

Mariana: Sofia, remember next weekend is our parent’s birthday.
look I have a catalogue and an advertisement of clothes and shoes.
Sofia: You’re right. Let me see the catalogues. This brown jacket looks
nice, comfortable, light and fashionable.
Mariana: How much is it?
Sofia: It’s $1800. It is expensive.
Mariana: Look, this black one is cheap.
Sofia: Yes it is but, it is ugly.
Mariana: What about this red dress for mom? It looks comfortable, original
and modern.
Sofia: I don’t like it. Why don’t we go to the mall?
Mariana: That’s a good idea.
3. Complete the chart with information from the text.
Completa el cuadro con la información del texto.

<table>
<thead>
<tr>
<th>Adjectives</th>
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</tbody>
</table>

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

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

Think

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

a) This brown jacket __________ nice.
b) This black one __________ cheap.
c) The red dress __________ original.
d) The black jacket __________ ugly.
6. Look at the pictures and write an adjective that describes them.

*Observa los dibujos y escribe un adjetivo que los describa.*

Example:

**$280**  
**cool**

**red**  
**warm**

**Medium**  
**modern**

---

---

---

---
That red T-shirt is nice

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

A) Mariana and Sofia are ____________________________.
   a) at the museum     b) at the park     c) at the mall
2. Read the dialogue.
*Lee el diálogo.*

Mariana: Well, we are at the mall. Let’s look for something for our parents.
Sofia: Can we buy something for us?
Mariana: No, we can’t. We just can look. That red t-shirt is nice.
Sofia: I don’t like it at all. What about this pink blouse?
Mariana: It’s beautiful. I like it. And what about those brown jeans?
Sofia: I don’t like them. I prefer these blue ones. They’re cool.
Mariana: I think you’re right. Now let’s go to the clothing store.

3. Underline the option that corresponds.
*Subraya la opción que corresponda.*

A) Mariana and Sofia are looking for a gift for …
   a) their parents   b) their brother   c) their teacher

B) Mariana thinks the pink blouse is…
   a) awful   b) beautiful   c) fashionable
C) Sofia prefers the blue jeans because…
   a) they’re comfortable  b) they’re new  c) they’re cool

D) Mariana and Sofia are…
   a) sisters  b) friends  c) mother and daughter

**Think**

4. Complete the sentences with the underlined words in the dialogue.
   Comleta los enunciados con las palabras subrayadas en el diálogo.

   a) We use ___________ to refer to a singular item near us and ______________
      to refer to plural items near us.
   b) We use ___________ to refer to a singular item at a distance from us and
      _____________ to refer to plural items at a distance from us.

**Write**

5. Complete with this, that, these, those.
   Completa con this, that, these, those.

   a) ___________ red skirt is nice.

   b) ___________ blue sweater is fashionable.
c) ___________ gloves are warm.

d) ___________ brown shoes are comfortable.

6. Work in pairs to complete the dialogue with information from exercise 5.
   Trabaja en parejas para completar el diálogo con la información del ejercicio 5.

   You: Do you like _____________ red skirt?
   Classmate: ________________________.

   You: And what about _____________ blue sweater?
   Classmate: ________________________.

   You: What do you think about the gloves?
   Classmate: ________________________.

   You: Do you think _____________ brown shoes are comfortable?
   Classmate: ________________________.

Lesson 4

This green shirt is cool

Read

1. Write ✓ next to the clothes that are mentioned in the dialogue.
   Escribe ✓ junto a las prendas que se mencionan en el diálogo.
2. Read the dialogue.

Lee el diálogo.

Mariana: Let's go to that store for men.
Sofia: O.K. Let's go. It looks attractive.
Mariana: This green shirt is cool.
Sofia: Yes, it is. But, this blue shirt is more fashionable.
Mariana: You’re right. Also it is fresh and nice.
Sofia: It isn’t expensive so we can buy a tie too.
Mariana: What about this one?
Sofia: It is big and modern. I think he will like it.
Mariana: Well, we will take the blue shirt and the large tie.
3. Correct the sentences according to the dialogue.
   *Corrige las oraciones de acuerdo con el diálogo.*

a) The green shirt is cool.

b) The blue shirt is warm and awful.

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

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

e) The store for men looks horrible.

Think

4. Complete the chart with words in bold from the dialogue.
   *Completa el cuadro con las palabras en negritas del diálogo.*

**Synonyms**

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
5. Match the synonyms with the meaning.
   Relaciona los sinónimos con el significado.

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

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

6. Choose an option and use your previous knowledge and the synonyms in exercise 5 to describe it. Draw it.
   Elige una opción, usa tus conocimientos previos y los sinónimos del ejercicio 5 para describirlo. Dibújalo.

   a) a dog
   b) a scarf
   c) a girl
Lesson 5

A laptop computer is practical

Read

1. Write ✓ next to the option that corresponds.  
   Escribe ✓ junto a la opción que corresponda.

   A) The objects in the advertisement are…
   a) school objects  b) electrical appliances  c) clothes

2. Read the text. Then, write on the lines the names of the items that are in the box according to the images.  
   Lee el texto. Después, escribe sobre las líneas los nombres de los objetos que están en el cuadro de acuerdo con las imágenes.

   Sofia: Mariana look, a boy gave me this advertisement.  
   Mariana: What is bout it?  
   Sofia: It's about electrical appliances.  
   Mariana: Let me see but we aren't going to buy anything.

<table>
<thead>
<tr>
<th>Laptop computer</th>
<th>Personal CD player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typewriter</td>
<td>Video cassette recorder</td>
</tr>
<tr>
<td>DVD player</td>
<td>Personal cassette player</td>
</tr>
</tbody>
</table>
3. Write True or False.
Escribe True (verdadero) o False (falso).

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

4. Write the antonyms. Use the words in bold in exercise 3.
   Escribe los antónimos. Usa las palabras en negritas del ejercicio 3.
   
   Antonyms
   ___________________ ___________________
   ___________________ ___________________

Write

5. Write the opposite of these adjectives. Use the words in the chart.
   Escribe lo opuesto a estos adjetivos. Usa las palabras del cuadro.
   
<table>
<thead>
<tr>
<th>warm</th>
<th>uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>cheap</td>
</tr>
<tr>
<td>ugly</td>
<td>new</td>
</tr>
</tbody>
</table>

   a) pretty ___________________
   b) old ________________
   c) cold ________________
   d) expensive ________________
   e) comfortable ________________
   f) big ________________

6. Write sentences using the adjectives from exercise 5.
   Escribe enunciados usando los adjetivos del ejercicio 5.
   
   Example:
   Barbara Mora isn’t ugly, she is pretty.
a) __________________________________________________________

b) __________________________________________________________

c) __________________________________________________________

d) __________________________________________________________

e) __________________________________________________________

Lesson 6

Barbara is sporting a pair of modern earrings

1. Complete the sentence.
   Completa el enunciado.

   a) Mariana and Sofia are watching a___________________________.

2. Read the description.
   Lee la descripción.

   Sofia: Look over here, there is a fashion show.
   Mariana: You’re right. Let’s see.
   Announcer: Welcome to our fashion show. Here is Barbara.
   She is wearing a yellow dress and a pair of comfortable green slippers. Also, she uses a pair of fashionable pink gloves.
   On her ears she is sporting a pair of modern earrings. A pair of lovely sunglasses are covering her eyes. And also she is wearing a hat. She looks pretty.
3. Answer the questions.

Contesta las preguntas.

a) What are Mariana and Sofía doing? _____________________________
b) What is Barbara wearing on her head? ___________________________
c) What color is the dress she is wearing? _______________________
d) Is Barbara wearing a necklace? ________________________________
e) What is sporting in her ears? _________________________________

4. Read the expressions and complete the rule.

Lee las expresiones y completa la regla.

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

Rule: The _____________ doesn't have a plural form.

The plural form is in the ________________.

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

Escribe la forma plural. Usa el adjetivo en el paréntesis.
Example:

One modern dress

Three modern dresses

(long)

(warm)

(fashionable)
6. Use your previous knowledge to describe what Rich Martinez is wearing.
   *Usa tus conocimientos previos para describir lo que Rich Martinez está vistiendo.*

[Image of Rich Martinez]

---

**Lesson 7**

**Mini Check**

1. Write the names under each picture.
   *Escribe los nombres debajo de cada dibujo.*

[Image of four children]
2. Read the text in order to know about Mariana and Sofia.

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

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

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

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

a) _________________________________________________?
Mariana and Sofia are from Tlaxcala.

b) _________________________________________________?
They live in Mexico City.

c) What do Mariana and Sofia like?
___________________________________________________.
d) What's their opinion about Mexico City?
___________________________________________________.

e) _________________________________________________?
Yes, they are good students at school.

Think

4. Complete the chart. Write all the adjectives from the text then, classify them in the other columns.
Completa el cuadro. Escribe todos los adjetivos del texto, después, clasifícalos en las demás columnas.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Plural form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Write

5. Underline the option that corresponds to complete each sentence.
Subraya la opción que corresponda para completar cada enunciado.

A) This book is __________. I can’t stop reading it.
   a) heavy           b) interesting
B) These shoes are really __________. I wear them every day.
a) comfortable  b) handsome

C) That necklace is __________. I love it.
a) awful  b) beautiful

D) That television is too __________!
a) short  b) expensive

E) Those jeans are very __________. Let's buy them.
a) cheap  b) tall

6. Answer the questions.  
Contesta las preguntas.

a) What do you think about this orange T-shirt? I think it's __________

b) What's your opinion about these blue tennis shoes? I think they're __________
c) What do you think about these jeans? I think __________________________

Lesson 8

The pink dress is nicer than the red one

1. Underline the option that corresponds. 
   **Subraya la opción que corresponda.**

A) The advertisement announces ...

a) men clothes          b) woman clothes          c) children clothes

**EXCELLENT PRICES $$**
2. Read the dialogue.

Lee el diálogo.

Sofia: Look those advertisements. They announce woman clothes.
Mariana: Let’s go.
Sofia: This blue dress is nice. What do you think?
Mariana: I don’t like it. This green dress is nicer than the blue one.
Sofia: And what about these pink slippers? Are they cheap?
Mariana: No, they aren’t. They’re expensive. These white slippers are cheaper than the pink ones.
Sofia: Can we buy a necklace?
Mariana: I think yes.
Sofia: This blue one is large.
Mariana: The pink one is larger than the blue one. Besides, it combines with the dress.
Sofia: Well, we have the gifts for our parents. Let’s go for a walk around the mall.

3. Answer the next questions.

Contesta las siguientes preguntas.

a) Which dress is nicer? _________________________________
b) Are the pink slippers cheap? __________________________
c) Which slippers are expensive? _________________________
d) Is the pink necklace larger than the blue one? ______________
e) Where are Mariana and Sofia? __________________________________

Think

4. Complete the sentence.
Completa el enunciado.

Adjective + ________ = comparative form

Write

5. Complete with the comparative form.
Completa con la forma comparativa.

Example cold colder

a) small _____________________
b) cheap _____________________
c) old _____________________
d) new _____________________
e) nice _____________________
f) tall _____________________
g) short _____________________
h) warm _____________________

6. Use the comparative form to describe the next items and people.
Usa la forma comparativa para describir a los siguientes artículos y a las personas.
Example:
Pepe is taller than Luis.
The red dress is ugly, but the green dress is uglier.

Read

1. Answer the question.  
   Conventa la pregunta.

a) What’s the address of the web page? _____________________________
2. Read the dialogue.

Lee el diálogo.

Mariana: What are you doing Sofia?
Sofia: I’m surfing in Internet. I found a shopping page.
Mariana: Let me see. Look at the leather bag is pretty.
Sofia: I don’t think so. The plastic bag is prettier than the leather bag besides it’s more fashionable.
Mariana: And what about the gloves?
Sofia: The green ones look hot but the blue ones look hotter than the green ones.
Mariana: You’re right. Look at those dresses!, They’re ugly.
Sofia: Yes, the red dress is uglier than the green one. Ha, ha, ha.
Mariana: Look at those jackets. The yellow one is bigger than the pink one but, they are at the same price.
3. Write True or False.
Escribe True (verdadero) o False (falso).

a) The big leather bag is uglier than the plastic bag. ________
b) The green gloves are more expensive than the blue gloves. ________
c) The pink and yellow jackets are $350 ________
d) The red dress is prettier than the green one. ________
e) The leather bag is cheaper than the plastic bag. ________
f) The pink jacket is smaller than the yellow one. ________

Think

4. Go back to the dialogue. Complete the sentences with the words in bold.
Regresa al diálogo. Completa los enunciados con las palabras en negritas.

a) For adjectives of one syllable which end consonant – vowel – consonant, for example: big - bigger, ____________, the final consonant is doubled and ________ is added.

b) For adjectives which end in –y, for example: ugly – uglier, we change the-y in to an _____ and ______ is added.
<table>
<thead>
<tr>
<th>a) fat</th>
<th>f) healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) heavy</td>
<td>g) short</td>
</tr>
<tr>
<td>c) clean</td>
<td>h) small</td>
</tr>
<tr>
<td>d) dirty</td>
<td>i) happy</td>
</tr>
<tr>
<td>e) thin</td>
<td>j) hot</td>
</tr>
</tbody>
</table>

6. Look at the picture and describe the monsters using the comparative forms used in exercise 5.
   *Observa el dibujo y describe a los monstruos usando las formas comparativas usadas en el ejercicio 5.*
Lesson 10

Mathematics is more interesting

Read

1. Write the characteristics for each book. Use the words in bold.
   Escribe las características de cada libro. Usa las palabras en negritas.

   ___________________        ___________________
   ___________________        ___________________
   ___________________        ___________________

2. Read the dialogue.
   Lee el diálogo.

   Mariana: Look, there is a book selling. Let’s go.
   Sofia: This English book is interesting.
   Mariana: I prefer this Mathematics book; Mathematics is more interesting
           than English.
   Sofia: It can be but, Mathematics is more difficult than English.
   Mariana: I think both are more complicated than other subjects.
   Sofia: You’re right but I think English is easier than Math.
   Mariana: Math is also easy.
   Sofia: Are they cheap?
   Mariana: The Mathematics book is newer but is cheaper than the English
           book.
   Sofia: Can we buy them?
   Mariana: I don’t think so. We can buy just one of them.
Sofia: Well, let’s buy the Mathematics book.
Mariana: Really? Thanks little sister. I love you.

3. Complete the sentences.
Completa los enunciados.

a) Mariana prefers mathematics because it is _______________________ than English.

b) Sofia thinks mathematics is ________________________ than English.

c) Mariana thinks both subjects are ______________________ than other subjects.

d) Sofia decided to buy the mathematics book because it is ______________ the English book.

4. Complete the chart.  
Completa el cuadro.

<table>
<thead>
<tr>
<th>Short adjectives</th>
<th>Long adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective + er</td>
<td>more + Adjective</td>
</tr>
</tbody>
</table>

5. Classify the adjectives in the corresponding category.  
Clasifica los adjetivos en la categoría correspondiente.

<table>
<thead>
<tr>
<th>small</th>
<th>expensive</th>
<th>old</th>
<th>practical</th>
<th>warm</th>
<th>comfortable</th>
<th>large</th>
<th>old</th>
<th>strong</th>
<th>intelligent</th>
<th>attractive</th>
<th>important</th>
<th>fat</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short adjectives</th>
<th>Comparative form</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long adjectives</th>
<th>Comparative form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
6. Work in pairs. Use the comparative form to talk about next items and people.
Trabaja en parejas. Usa la forma comparativa para hablar acerca de los siguientes artículos y personas.

Example:
Classmate: What's your opinion about a bed and a sofa?
You: A bed is more comfortable to sleep than a sofa.

a)
Classmate: _________________________________________________?
You: _______________________________________________________.

b)
Classmate: _________________________________________________?
You: _______________________________________________________.

Mariana        Sofia
Lesson 11

Which apartment is bigger?

Read

1. Underline the corresponding word.

Subraya la opción correspondiente.

A) The advertisement comes from …

a) a magazine  
b) a book  
c) a newspaper
2. Read the advertisement.

Lee el anuncio.

### CLASSIFIEDS

<table>
<thead>
<tr>
<th>BOOKS FOR SALE</th>
<th>CARS FOR SALE</th>
<th>APARTMENTS FOR RENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The fantastic World Encyclopedia, 2005 edition. $750 Phone: 038-956-79 All week.</td>
<td>(c) Chavy U3 1995. Red exterior. excellent conditions. Phone Luis 09-22-10-01</td>
<td>(e) 27 Hidalgo Avenue. 2 bdrm, 1 bth and a small kitchen with a stove. Call 21-45-67-90</td>
</tr>
</tbody>
</table>

3. Answer the questions.

Contesta las preguntas.

Example:

Which car is more recent? (c) is more recent

a) Which car is older?
b) Which encyclopaedia is more expensive?
c) Which apartment is bigger?
d) Which car is for a collector?

e) Which encyclopaedia is cheaper?

f) Which apartment is perfect for a small family?

Think

4. Write the abbreviations of the next words.
   *Escribe las abreviaturas de las siguientes palabras.*

a) bedroom __________

b) bathroom __________

Write

5. Imagine that you want to sell something. Fill the form to include your item in the classifieds section of a newspaper.
   *Imagina que quieres vender algo. Llena la forma para incluir tu artículo en la sección de clasificados de un periódico.*

```
The world newspaper
Application form

Name: ____________________________________________
Address: _______________________________________
City: __________ State: _________________________
Zip code: __________ Phone number: ____________
Item for sell: ___________________________________
Characteristics: __________________________________

Paste the picture of the item or draw it.
```
6. Design your advertisement. Follow the example from exercise 2.

Diseña tu anuncio. Sigue el ejemplo del ejercicio 2.

Lesson 12

The brown shoes are more comfortable than the black ones

Read

1. Complete the dialogue with one and ones.

Completa el diálogo con one y ones.

2. Read the dialogue and complete it.

Lee el diálogo y complétalo.

Mariana: Look over there, that’s our cousin Andrea.
Sofia: Hello Andrea. What a surprise!
Andrea: Yes it’s a nice surprise. Please, tell me is this red dress nicer than the blue one?
Sofia: Yes, it is.
Andrea: Which jeans are more original, the brown ones or the green ones?
Mariana: The green ones are more original and cool.
Andrea: And what about those jackets?
Mariana: The orange one is more fashionable than the brown _________.
Andrea: And, are these tennis shoes more comfortable than those ________?
Sofia: Why don’t you try them on?
Andrea: You’re right. Well, thanks for your help.

3. Write True or False.
Escribe True (verdadero) o False (falso).

a) The red dress is nicer than the blue one. ____________

b) The brown jeans are more original and cool. ____________

c) The orange jacket is more fashionable. ____________

d) Sofia, Mariana and Andrea are sisters. ____________

e) Andrea is going to try on a pair of tennis shoes. ____________
Think

4. Complete with the words in bold in the dialogue.
Completa con las palabras en negritas del diálogo.

a) You use these words to substitute a noun

Singular ____________
Plural ____________

Write

5. Complete the questions using the words in parentheses. Then answer them using one or ones.
Completa las preguntas, usando las palabras en el paréntesis. Después contéstalas usando one o ones.

Example:
(big)
Which is prettier? The big one.

Vocabulary
House - casa
Mouse - ratón

a) (ugly)
_______________________________________? ___________________________________
6. Complete the dialogue with words from the box.

Completa el diálogo con las palabras del cuadro.

<table>
<thead>
<tr>
<th>expensive</th>
<th>ones</th>
<th>sandals</th>
</tr>
</thead>
<tbody>
<tr>
<td>doll</td>
<td>T-shirt</td>
<td>one</td>
</tr>
</tbody>
</table>

Jorge: This ________ is pretty, but it’s too ___________. This one is cheaper and it’s prettier. I will buy it for my sister.
Laura: That’s a good idea. Oh, look at that _________. It’s great. I love that color.
Jorge: Which one? The blue _________ or the red one?
Laura: The blue one. I want it for my brother.
Jorge: That’s a good idea. Look at these brown ___________. They look comfortable.
Laura: I don’t think so. The green __________ look more comfortable.
Lesson 13

Practicing a sport is healthier

A sport magazine conducted a survey of people’s sports preferences. The results were: 92% of the people interviewed think that car racing is more exciting than any other sport but it is more dangerous. 87% think that soccer is more demanding and more popular than basketball. 80% say that baseball is funnier than golf. 70% think that jogging is more enjoyable than swimming so more people jog than swim. But 100% say that practicing a sport or doing exercise is healthier than smoking or drinking.
3. Answer the questions.

Contesta las preguntas.

a) Is car racing more dangerous than other sports? ______________________

b) Which sport is more popular than basketball? ________________________

c) Which sport is funnier than golf? _____________________________

d) Doing exercise is healthier than smoking? __________________________

e) What sports are mentioned in the article? ___________________________

4. Match the columns.

Relaciona las columnas.

______ and a) Indicates an alternative.

______ but b) Indicates an addition.

______ so c) Indicates a contrary idea.

______ or d) Indicates a result.

5. Complete the sentences with the connectors and, but, so, or.

Completa los enunciados con los conectores and, but, so, or.

a) Mathematics ________ English are complicated subjects.

b) I don’t like pizza ________ I never eat it.

c) I love sports ________ I don’t like soccer.

d) Smoking ________ drinking are bad for health.

e) Mariana ________ Sofia are sisters.
6. Use some of the expressions and the connectors in the box to write about your favorite sport. Draw it or paste a picture.

Usa algunas de las expresiones y los conectores del cuadro para escribir acerca de tu deporte favorito. Dibújalo o pega una fotografía.

<table>
<thead>
<tr>
<th>more attractive</th>
<th>more exciting</th>
</tr>
</thead>
<tbody>
<tr>
<td>easier</td>
<td>good for health</td>
</tr>
<tr>
<td>more difficult</td>
<td>a familiar sport</td>
</tr>
<tr>
<td>more relaxing</td>
<td>very famous</td>
</tr>
<tr>
<td>tired</td>
<td>I never practice it</td>
</tr>
</tbody>
</table>

My favorite sport is

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Lesson 14

My English homework

Read

1. Write the names according to the dialogue.
   *Escribe los nombres de acuerdo con el diálogo.*

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

Mariana: Sofia I want to show you a picture that my best friend sent me from Veracruz. He and his family are living there.
Sofia: Did they move to Veracruz?
Mariana: Yes, they moved last week. Look, this is Martha my best friend. She is taller and younger than her brother Joaquin. He is shorter and older than Martha. Martha’s father, Antonio, is taller and fatter than his wife. Martha’s mother, Ana, is thinner and more attractive than Martha’s sister, Rosa, but she is nicer than her mother. The family has a big dog called Brown and a pretty cat called Caty. She is prettier and more intelligent than the dog. Brown is uglier than Caty.
3. Complete the sentences. Use the adjectives in parentheses.
Completa los enunciados. Usa los adjetivos del paréntesis.

a) Martha is _______________ (tall) than her brother but she is ___________ (short) ________________ than her father.
b) Antonio is ___________________ (fat) than Rosa.
c) Martha is ____________________ (young) than Joaquin.
d) The dog is ___________________ (intelligent) than the cat.
e) Rosa is _____________________ (friendly) than Ana.

4. Write the opposite of the comparative forms. Use the words in bold in the dialogue.
Escribe lo opuesto de las formas comparativas. Usa las palabras en negritas del diálogo.

<table>
<thead>
<tr>
<th>Comparative form</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
5. Make a list of the members of your family and write the appropriate adjectives to describe them.

*Haz una lista de los miembros de tu familia y escribe los adjetivos apropiados para describirlos.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
</tr>
<tr>
<td>Sister</td>
<td></td>
</tr>
<tr>
<td>Brother</td>
<td></td>
</tr>
</tbody>
</table>

6. Write a text about the members of your family using the information in exercise 5. Make a comparison and draw your family.

*Escribe un texto acerca de los miembros de tu familia usando la información en el ejercicio 5. Haz una comparación y dibuja a tu familia.*

My family.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 15

Mini Check

Read

1. Write the name and the last name of Mariana’s and Sofia’s parents.
   *Escribe el nombre y el apellido de los padres de Mariana y Sofía.*

   a) Mother ________________________________
   b) Father ________________________________

2. Read the dialogue. Mariana and Sofia parents are looking for some clothes.
   *Lee el diálogo. Los padres de Mariana y Sofía están buscando algo de ropa.*

Rocio: What would you like to buy Alfredo?
Alfredo: I want a T-shirt but I need a new pair of shoes too. And you?
Rocio: Well, I would like a new dress.
Alfredo: Let’s see in that store.
Rocio: I like the yellow dress, it is cheaper than the pink one. What do you think?
Alfredo: The pink one is more fashionable. And you will look prettier.
Rocio: O.K. I will take the pink one. And you?
Alfredo: I will take the green T-shirt and the brown shoes.
Rocio: I think the black ones are more comfortable. Why don’t you try them on?
Alfredo: You’re right. I will.
3. Compare the clothes. Use the adjectives in parentheses.

Compara las prendas. Usa los adjetivos en el paréntesis.

a) The blue T-shirt is ____________________ than the green one.
   (expensive)

b) The brown shoes are ____________________ than the black ones.
   (cheap)

c) The pink dress is ____________________ than the yellow dress.
   (attractive)

d) The black shoes are ____________________ than the brown shoes.
   (comfortable)

e) The green T-shirt is ____________________ than the blue one.
   (big)

4. Complete the sentences.

Completa los enunciados.

a) With adjectives of two or more syllables, we use ____________ +
   ________________ + ________________ to express superiority.
For example: expensive = more expensive than

b) With adjectives of one syllable, we use _____________ + ________ + ____________ to express superiority.

For example: cheap = cheaper than

big = _________________

heavy = ________________

c) To substitute a noun you use ______ for singular and ______ for plural.

d) The connectors are ____________ _________ _________ _________.

5. Write the corresponding word under each book. After that, match the columns.

Escribe la palabra correspondiente debajo de cada libro. Posteriormente, relaciona las columnas.
6. Write □ if you are agreeing with the sentences. After that, answer the question.

Escribe □ si estás de acuerdo con los enunciados. Posteriormente contesta la pregunta.

- History is more interesting than Chemistry.
- Mathematics is easier than Biology.
- Civics is more important than Physical Education.
- English is funnier than Physics.
- In Geography you have to study harder than in Mathematics.
- Physical Education is healthier than Chemistry.
- Civics is more complicated than Chemistry.

a) What’s your favorite subject and why? _______________________________
                                                  _______________________________
                                                  _______________________________
Lesson 16

Which is the smallest state in Mexico?

Read

1. Underline the option that answers the question.
Subraya la opción que contesta a la pregunta.

A) Which is the smallest state in Mexico?
   a) Chihuahua  b) Tlaxcala   c) Puebla

2. Read the dialogue.
Lee el diálogo.

Sofia: How was your day at school Mariana?
Mariana: It was excellent because I got a ten in my History exam. What about you?
Sofia: Well, it was not so good because I got a seven in my Geography exam.
Mariana: Don’t worry but you have to study harder.
Sofia: Yes, I know. Can you help me with my homework, please?
Mariana: Yes, of course. What’s about?
Sofia: It’s a quiz, look.

Quiz

[Blank] The longest river in the World is a) the Pacific.
[Blank] The driest place in the world is b) the Sahara.
[Blank] The highest mountain in the world is c) the Nile.
[Blank] The biggest ocean is d) Tlaxcala.
[Blank] The smallest state in Mexico is e) Mount Everest.
[Blank] The biggest desert in the world is f) the Atacama desert in Peru.
3. Write True or False.
Escribe True (verdadero) o False (falso)

a) Mount Everest is the highest mountain in the world. ____________
b) The Atlantic ocean is the biggest ocean in the world. ____________
c) Puebla is the smallest state in Mexico. ____________
d) The Atacama Desert is the driest desert in the world. ____________
e) The Nile is the largest river in the world. ____________

4. Complete the sentence.
Completa el enunciado.

a) To construct the superlative form with short adjectives you add ________ at the end of the adjectives. For example:
   small – the smallest
   long - _____________
   high - _____________

b) When an adjective ends in -y it changes to ________. For example:
   pretty – the prettiest
   dry - ______________
   heavy - ____________

c) For adjectives of one syllable which end consonant – vowel – consonant, the final consonant is doubled. For example:
   hot – the hottest
   big - ______________
   fat - _____________

d) Write the rule:
   ________ + adjective + ________
5. Write the superlative form of the adjectives.  
/Escribe la forma superlativa de los adjetivos./

<table>
<thead>
<tr>
<th>a) pretty</th>
<th>f) thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) ugly</td>
<td>g) easy</td>
</tr>
<tr>
<td>c) old</td>
<td>h) young</td>
</tr>
<tr>
<td>d) cheap</td>
<td>i) busy</td>
</tr>
<tr>
<td>e) nice</td>
<td>j) hot</td>
</tr>
</tbody>
</table>

6. Work in pairs. Use the adjectives in exercise 5 to describe these places.  
/Trabaja en parejas. Usa los adjetivos del ejercicio 5 para describir estos lugares./

Example:

Chapultepec zoo is the biggest in Mexico City.

Student A

Yes, and it’s the cleanest.

Student B
Lesson 17

Mexico is the most beautiful place in the world

Read

1. Underline the appropriate options.
   Subraya las opciones apropiadas.
   
   A) The text is about _______________________________.
      a) different places in Mexico.   b) an specific place in Mexico.

2. Read the text.
   Lee el texto.

Rocio: Look Alfredo, I found an interesting article about Mexico.

Alfredo: That’s good. I’m going to read it. I need some ideas for our next vacation.

Visit Mexico

If you visit Mexico you will find the most beautiful beaches in the Caribbean and the biggest pre-colonial pyramids. Queretaro has the longest Spanish aqueduct. In Guadalajara you can listen to the most famous “Mariachi” bands. If you travel to Sonora visit the largest desert in Mexico. Near the Pacific coast you can admire the gray whales. San Miguel de Allende, in Guanajuato, is the most colonial place in Mexico.

Mexico has all this wonders and more!
3. Answer the questions.
Contesta las preguntas.

a) Where can you find the most famous "mariachi" bands? ______________
b) Where is the largest desert in Mexico? ____________________________
c) Which is the most colonial place in Mexico? ________________________
d) Where are the most beautiful beaches in the Caribbean? _____________
e) Where can you admire the gray whales?____________________________

Think

4. Complete the sentence.
Completa el enunciado.

a) To construct the superlative form for long adjectives
we write: _______ _______ + long adjective.

For example: I think the most interesting subject is History.

Write

5. Write the superlative form of the adjectives.
Escribe la forma superlativa de los adjetivos.

a) interesting _______________________
b) comfortable _________________
c) modern _______________________
d) expensive ______________________
e) famous _______________________
f) exciting _______________________
6. Take a class survey about the places in your community. Draw one of them.

*Haz una entrevista a tus compañeros acerca de los lugares en tu comunidad. Dibuja uno de ellos.*

Which place is

a) the most beautiful? ________________________________
b) the most interesting? ________________________________
c) the most expensive? ________________________________
d) the most popular? ________________________________
e) the most fantastic? ________________________________
f) the most polluted? ________________________________

____________________ is the most beautiful place in my community.
**Lesson 18**

**The Rocker Band is the best**

**Read**

1. Match the words with the CD covers.
   *Relaciona las palabras con las portadas de los discos.*

   a) The Rocker Band.  
   b) The Beto Ven Band.  
   c) The Charro Band.

![Images of CD covers](Image)

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

Mariana: Sofia what are you listening?
Sofia: I'm listening to the Rocker Band.
Mariana: Really? I think they are a **good** crew but the Rebels Band is **better**.
Sofia: I don’t think so. The Rocker Band is **the best**.
Mariana: Well, we aren’t going to discuss O.K.
Sofia: You’re right. And, what do you think about the Punk Band?
Mariana: They’re **bad**.
Sofia: I’m agreeing with you. They’re **worse** than any other band. Aren’t they?
Mariana: No, they aren’t.
Sofia: No?
Mariana: They’re the **worst** band in the world. Ha, ha, ha.
3. Underline the corresponding option.
   *Subraya la opción correspondiente.*

A) Sofia is listening to the.
   a) Rebels Band  
   b) Charro Band  
   c) Rocker Band

B) Mariana thinks the ____________ is better than the Rocker Band.
   a) Rebels Band  
   b) Beto Ven Band  
   c) Punk Band

C) What band is worse than other bands?
   a) The Rocker Band  
   b) The Punk Band  
   c) The Rebels Band

D) Sofia thinks the ____________ is the best.
   a) Rocker Band  
   b) Charro Band  
   c) Punk Band

E) Mariana thinks the ____________ is bad.
   a) Beto Ven Band  
   b) Punk Band  
   c) Rebels Band

4. Complete the chart.
   *Completa el cuadro.*

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative form</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Good and bad are irregular adjectives. They change their structure for the comparative and superlative form.
Write

5. Complete the information.
Completa la información.

A) Write the names of three singers you like.
a) good ________________
b) better ________________
c) the best ________________

B) Write the names of three singers you don’t like.
a) bad ________________
b) worse ________________
c) the worst ________________

Speak

Trabaja en parejas. Compara a los cantantes.

I think Alejandro Hernández is the worst singer.

Student A

What? I think he is the best singer in the world.

Student B
Lesson 19

Can I help you?

Read

1. Match the columns.
   Relaciona las columnas.

Small

Medium

Large

Extra Large

Size 7 ½
2. Read the dialogue.
Lee el diálogo.

Salesman: Good morning. Can I help you?
Rocio: Yes, please. I’m looking for a dress.
Salesman: What size?
Rocio: Medium.
Salesman: What color?
Rocio: Blue.
Salesman: We have this one in blue. Would you like to try it on?
Rocio: Yes, thank you. How much is it?
Salesman: It’s $320.
Rocio: I’ll take it.
Salesman: Anything else?
Rocio: No, that’s all. Thanks, bye.

3. Write the questions for these answers.
Escribe las respuestas para estas preguntas.

a) ____________________________? It’s $320.
b) ____________________________? Medium, please.
c) ____________________________? Yes, I’m looking for a dress.
d) ____________________________? Blue.
e) ____________________________? No, that’s all.

4. Answer the questions.
Contesta las preguntas.

a) How do you ask for the price of an item? ____________________________
b) How do you answer the question? ____________________________

Note: You use these expressions for singular.
5. Write ☑ next to the expressions you use to buy clothes.

Escribe ☑ junto a las expresiones que usas para comprar ropa.

- How much is it?
- What’s your name?
- Can I help you?
- What size?
- Who are you?
- What color?
- Would you like to try it on?
- What’s your address?

6. Complete the speech bubbles with the missing sentences.

Completa las burbujas de diálogo con los enunciados que faltan.
Lesson 20

Can you help me?

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

A) Where do you think Alfredo is?
   
a) At a book store.  
b) At a shoe store.  
c) At a sweet store.

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

Alfredo: Good afternoon. Can you help me?
Salesman: Certainly.
Alfredo: Do you have these shoes in brown?
Salesman: Yes. What size do you need?
Alfredo: 7½.
Salesman: Here you are.
Alfredo: Can I try them on?
Salesman: Do it please.
Alfredo: Can you get me a bigger size? I think these ones hurt my toes.
Salesman: Of course. Here you are.
Alfredo: How do you feel them?
Salesman: They are more comfortable.
   *How much are they?*
Salesman: They’re $350.
3. Write True or False.
   Escribe True (verdadero) o False (falso).

   a) Alfredo is Mariana’s and Sofia’s father. ______________
   b) He is looking for a pair of boots. ______________
   c) The shoes in 7 ½ are comfortable for him. ______________
   d) The shoes are $350. ______________
   e) Alfredo asked for a bigger size. ______________

4. Answer the questions.
   Contesta las preguntas.

   a) For plural, how do you ask for the price of an item? ______________
   b) How do you answer the question? ______________

5. Write the missing numbers to order the dialogue.
   Escribe los números que faltan para ordenar el diálogo.

   ______ Suana: Large.
   ______ Salesman: Good morning. Can I help you?
   ______ Salesman: Would you like to try it on?
   ______ Salesman: What size?
   ______ Suana: How much is it?
   ______ Suana: Yes, please. I’m looking for a sweater.
   ______ Suana: No, thanks.
   ______ Suana: Yellow.
   ______ Salesman: It’s $240
   ______ Salesman: What color?
Lesson 21

Project: Garage sale. Part one

Read

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

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

2. A project work is used to describe the activities done in the classroom which asks the students to use their general knowledge and information to do something and to find out information and to present it to others.

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

3. Work in pairs.

   Trabaja en parejas.
4. Look at the chart.
Observa la tabla.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something you have in your house and you want to sell.</td>
<td>Find something that is in good conditions. Make an advertisement. Organize the garage sale.</td>
</tr>
<tr>
<td>Construction paper</td>
<td></td>
</tr>
<tr>
<td>Colors</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td></td>
</tr>
</tbody>
</table>

5. Organize a garage sale; be creative to show what you want to communicate to other people.
  Organiza una venta de garaje sé creativo para que muestres lo que le quieres comunicar a la gente.
6. Share the item you have chosen with your classmates for not repeating.
  Comparte tu objeto con tus compañeros para que no se repitan.

Lesson 22

Project: Garage sale. Part two

Read

- Making an advertisement.
  Elaborando un anuncio.

1. Prewriting.
  Antes de escribir.

- Think about the design.
- Think about details
- Think of what you want to include in your advertisement.
2. Writing.

Escribiendo.

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

Example:

![Wool Brown Coat advertisement](image)

3. Revising.

Revisando.

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

- Make enough copies so that everyone can have one.

---

**Lesson 23**

**Project: Garage sale. Part three**

**Read**

- Persuasive arguments.  
  *Argumentos persuasivos.*

1. Prewriting.  
*Antes de escribir.*

- Decide how you are going to persuade people to buy what you are selling.  
- Gather convincing facts and reasons.

2. Writing.  
*Escribiendo.*

- You will have to try to persuade people to agree with you. You should state your opinion.  
- Give facts and reasons. You would have to change people’s mind. Give details to help to support your opinion.

Repeat your opinion.

Example: Why don’t you buy this item?
State your opinion

Give facts and reasons

Repeat your opinion

3. Revising.
   Revisando.
   - Read your draft to your partner.
     - Note your partner’s response.
     - Ask him if your reasons persuaded him.
   - Let your partner to read the draft.
     - Tell your partner when you were persuaded.
   - Check if you persuaded your customers to buy your item.
   - Correct and edit.

4. Publishing.
   Publicando.
   - Invite your classmates to your garage sale.
   - Share your argument in the garage sale.
   - Complete the chart.

<table>
<thead>
<tr>
<th>Things that the sales assistant says</th>
<th>Things that the customer says</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I help you?</td>
<td>I'm looking for a coat.</td>
</tr>
</tbody>
</table>
• Compare the items that are in the garage sale. Complete the chart.

<table>
<thead>
<tr>
<th>Comparative form with -er</th>
<th>Comparative form with more than</th>
</tr>
</thead>
<tbody>
<tr>
<td>This coat is prettier than this jacket</td>
<td>But the coat is more expensive than the jacket.</td>
</tr>
</tbody>
</table>

Lesson 24

Review

1. Find the adjectives from exercise 2.
   *Encuentra los adjetivos del ejercicio 2.*
2. Complete the information.
   Completa la información.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Comparative form</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ugly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashionable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dangerous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Order the expressions to write a dialogue.
   Ordena las expresiones para escribir un diálogo.

Salesman: Can I help you?
Sarah: Yes, please. I'm looking for a sweater.
Salesman: What color?
Sarah: Green.
Salesman: Would you like to try it on?
Sarah: Small
Salesman: It's $290
Sarah: What size?
Salesman: ____________________________
Sarah: _______________________________________________________
Salesman: _____________________________________________________
Sarah: _______________________________________________________
Salesman: _____________________________________________________

4. Write each word from the box in the corresponding column.
Escribe cada palabra del cuadro en la columna correspondiente.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>new</th>
<th>short</th>
<th>fat</th>
<th>easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>expensive</td>
<td>exciting</td>
<td>young</td>
<td>complicated</td>
</tr>
<tr>
<td>difficult</td>
<td>strong</td>
<td>modern</td>
<td>dangerous</td>
<td>pretty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparative form -er</th>
<th>Comparative form with more than</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Look at the pictures and complete the crossword.
   Observa los dibujos y completa el crucigrama.

   Across
   1. 
   2. 
   3. 
   4. 
   5. 

   Down
   1. 
   2. 
   3. 
   4. 
   5. 

6. Complete the dialogue with one and ones.
   Completa el diálogo con one y ones.

   Mariana: Look at this skirt.
   Sofia: It’s nice. What do you think about that red _________?
   Mariana: It’s pretty.
   Sofia: And look those jeans. Do you like __________?
   Mariana: Yes, they’re fashionable.
Lesson 7
Mini Check

Page/página 176
1. Mariana  Alfredo  Rocio  Sofia

Pages/páginas 177-178
3. a) Where are Mariana and Sofia from?
   b) Where do they live?
   c) They like fashionable and colourful clothes.
   d) Mexico is a lovely city.
   e) Are they good students?

Page/página 178
4.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Plural form</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>cool</td>
<td>small</td>
<td>dresses</td>
</tr>
<tr>
<td>small</td>
<td>fresh</td>
<td>big</td>
<td>jeans</td>
</tr>
<tr>
<td>cold</td>
<td>lovely</td>
<td>cold</td>
<td>students</td>
</tr>
<tr>
<td>big</td>
<td>pretty</td>
<td>warm</td>
<td>clothes</td>
</tr>
<tr>
<td>warm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fashionable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colourful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fresh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pages/páginas 178-179
5. a) A)
   b) interesting
Lesson 15
Mini Check

Page/página 204

1. a) Mother Hernández  
   b) Father García

Page/página 205

3. a) The blue T-shirt is more expensive than the green one.
   b) The brown shoes are cheaper than the black ones.
   c) The pink dress is more attractive than the yellow dress.
   d) The black shoes are more comfortable than the brown shoes.
   e) The green T-shirt is bigger than the blue one.

Pages/páginas 205-206

4. a) With adjectives of two or more syllables, we use more + adjective + than to express superiority.
   b) With adjectives of one syllable, we use adjective + er + than to express superiority.

   big = bigger
   heavy = heavier

   c) To substitute a noun you use one for singular and ones for plural.
d) The connectors are **and**, **but**, **or**, **so**.

### Review

**Page/página 228**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Comparative form</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>Bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>Pretty</td>
<td>prettier</td>
<td>the prettiest</td>
</tr>
</tbody>
</table>
3.  
Salesman: Can I help you?  
Sarah: Yes, please. I'm looking for a sweater.  
Salesman: What color?  
Sarah: Green.  
Salesman: What size?  
Sarah: Small.  
Salesman: Would you like to try it on?  
Sarah: No, Thanks. It's for my sister. How much is it?  
Salesman: It's $290.

Page/página 229  
4.  
<table>
<thead>
<tr>
<th>Comparative form -er</th>
<th>Comparative form with more than</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td>beautiful</td>
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<tr>
<td>short</td>
<td>expensive</td>
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<tr>
<td>fat</td>
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<td>easy</td>
<td>complicated</td>
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<tr>
<td>young</td>
<td>modern</td>
</tr>
<tr>
<td>strong</td>
<td>dangerous</td>
</tr>
<tr>
<td>pretty</td>
<td></td>
</tr>
</tbody>
</table>
5.

Mariana: Look at this skirt.
Sofia: It's nice. What do you think about that red one?
Mariana: It's pretty.
Sofia: And look those jeans. Do you like ones?
Mariana: Yes, they're fashionable.
### Materiales de apoyo

<table>
<thead>
<tr>
<th>Temas</th>
<th>Material sugerido</th>
</tr>
</thead>
<tbody>
<tr>
<td>Si los estudiantes desean ingresar a esta página para diseñar su propia página web de manera gratuita.</td>
<td><a href="http://www.geocities.yahoo.com">www.geocities.yahoo.com</a></td>
</tr>
</tbody>
</table>

### Bibliografía

Unit 4

House and home/Casa y hogar
Unit 4

House and home / Casa y hogar

Purpose / Propósito

El propósito de esta unidad es capacitar a los estudiantes a describir sus hogares y aprender acerca de los de otras personas.

Topics / Temas

Lesson 1  My house
Lesson 2  Look at this bedroom
Lesson 3  There is a cake in the oven
Lesson 4  There are my favorite jeans
Lesson 5  There aren’t any tissues in the bathroom
Lesson 6  There’s a lamp on the night table
Lesson 7  Mini Check
Lesson 8  Where is the lemonade?
Lesson 9  Is there an apartment for rent?
Lesson 10  Are there nine floors in the building?
Lesson 11  This apartment is nicer
Lesson 12  The Zaragoza Ave. apartment is bigger than the Hidalgo Ave. Apartment
Lesson 13  The white sofa is more expensive
Lesson 14  Mini Check
Lesson 15  Project: Classified advertisements. Part one
Lesson 16  Project: Classified advertisements. Part two
Lesson 17  Project: Classified advertisements. Part three
Lesson 18  Project: Classified advertisements. Part four
Lesson 19  Project: Classified advertisements. Part five
Lesson 20  Review. Part one
Lesson 21  Review. Part two

21 sessions, 7 weeks / 21 sesiones, 7 semanas
Lesson 1

My house

Read

1. Complete the information.
   Completa la información.

Vocabulary in this unit is related to:
   a) school   b) cinema   c) house

2. Read the text.
   Lee el texto.

My name is Rodrigo. I live in Mexico City. I live in a house that has three bedrooms and two bathrooms. I love to be in the garden and play with my cat. My house has a kitchen and a living room. My house is yellow with red roof. It has two small windows in front and a wood door. My mom has a family picture hanged on a wall of the hall.

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

Where does Rodrigo live? _________________________________________
How many bedrooms does his house have? ___________________________
Does it have a dining room?  ______________________________________
What is the house like?  ___________________________________________
Think

4. Look at the text. Choose the answer that corresponds.
   *Observa el texto. Elige la respuesta que corresponda.*

Words in **bold** refers to:
   a) parts of the house
   b) parts of the body

Write

5. Order the letters to form a word that describes the image.
   *Ordena las letras para formar una palabra que describa la imagen.*

- rageag       garage
- rodeomb
- tnehick
- invigl orom
6. Complete the information using the words in the box.
Completa la información usando las palabras del cuadro.

1. My grand father is sleeping in the ________________.
2. She is brushing her teeth, she is in the ________________.
3. He is watching T.V. in the ________________.
4. My father is in the ________________.
5. I’m playing in the ________________.
6. Sara is doing her homework in the ________________.

yard  living room
bedroom  dining room
kitchen  bathroom
7. Write a text similar to exercise one. Share it with your classmates.

Escribe un texto similar al del ejercicio uno. Compártelo con tus compañeros.

What’s your house like?
My house is

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Lesson 2

Look at this bedroom

Read

1. Look at the images. Order the letters to form a word.

Oberva las imágenes. Ordena las letras para formar una palabra.

ohues
nehcikt
rady
2. Read the e-mail.
Lee el correo electrónico.

From: emasalazar@londongirls.com
To: samgreen@happypeople.com
Subject: Hello!

Dear Sam,

I think you can be at this place during your stay here. So let me tell you more about the room I believe it’s appropriate for you. It is located in Mexico city. It is very close to school. There is a big closet for you to hang your clothes; there are many drawers in it. There is a night table next to the bed and a lamp on it. There is a very comfortable bed with a pillow and two cushions. There is a bathroom just for you. There are two windows. There is a T.V. in front of the bed. There is a dresser with a big mirror.

Please let me know if you like this bedroom.
Write me soon.

Regards,
Ema Salazar

3. Circle T if the sentence is True or F if it is False.
Encierra en un círculo T si el enunciado es verdadero o F si es falso.

Sam is sending an e-mail to Emma. T F
Sam wants a room to live in. T F
The room is in Mexico City. T F
There is a small closet. T F
There are many drawers in the closet. T F
There is a night table and a lamp. T F
There is an uncomfortable bed. T F
There isn’t a bathroom. T F
4. Go back to the e-mail. Look at the words in **bold** and complete the chart.

*Regresa al correo electrónico. Observa las palabras en **negritas** y completa el esquema.*

![Illustration of a bedroom](image)

5. Choose the answer that corresponds.

*Elige la respuesta que corresponda.*

1. Where do you usually sleep?
   a) on the floor
   b) on the bed

2. Where do you usually hang your clothes?
   a) in the closet
   b) in the yard
3. Where do you usually keep your clothes?
   a) in the night table
   b) in the drawers

4. Where do you usually do your homework?
   a) on the bed
   b) on the desk

5. Where do you usually put a lamp?
   a) in the closet
   b) on the night table

6. Work in pairs. Write a description of your bedroom and draw it. Share it with your partner. Ask him What’s his bedroom like?
   Trabaja en parejas. Escribe una descripción de tu recámara y dibújala. Compártelo con tu compañero. Pregúntale ¿cómo es su recámara?.
Lesson 3

There is a cake in the oven

Read

1. Write on the line the answer that corresponds.  
_Escribe sobre la línea la respuesta que corresponda._

Is the place where you cook meals _______________________

a) in the yard  
b) in the kitchen  
c) in the bathroom

2. Read the dialogue.  
_Lee el diálogo._

Mom: Ana, be careful. Stop running in the kitchen!  
Watch out!
Ana: Ups! I'm sorry mom! I'll clean this mess.
Is there a mop?
Mom: Yes there is.
Ana: What are you doing?  
Mom: I'm cooking. _There is_ a cake in the oven.
Ana: Is there a strawberry cake?
Mom: No, there isn't. _There is_ a chocolate cake.  
It's your daddy's birthday!
Ana: Yes, I remember! Can I help you?
Mom: Look in the fridge, _there's_ a bottle of milk.  
Please give it to me.
Ana: Yes, Mom. Are you mad to me?
Mom: No, honey. But you have to be careful.
Write

3. Circle T (true) or F (false).
Encierra en un círculo T si el enunciado es verdadero o F si es falso.

- Ana is running in the kitchen.   T  F
- A bottle of milk fell down.       T  F
- There is a cake in the fridge.   T  F
- Ana’s mom is baking a strawberry cake. T  F
- There is a bottle of milk in the fridge. T  F
- There isn’t a mop in the kitchen. T  F

Think

4. Go back to the dialogue. Choose the option that corresponds.
Regresa al diálogo. Elige la respuesta que corresponda.

There is, appears __________ the subject of a sentence.
   a) after
   b) before

There is, refers to __________ forms.
   a) plural
   b) singular

There is, is usually followed by __________ expressions.
   a) place
   b) time

It is the contraction of there is ____________.
   a) there’s
   b) there’re
5. Look at the image. Write on the lines the number that corresponds.

Observa la imagen. Escribe sobre las líneas el número que corresponda.

___ mop
___ frying pan
___ toaster
___ cabinet
___ sink
___ oven
___ broom
___ pan
___ stove
___ refrigerator
___ freezer
___ garbage can
___ floor
___ faucet
___ burner

6. Order the words to form a sentence.

Ordena las palabras para formar un enunciado.

There is a garbage can on the floor.
1. sink/ There/ next to/ refrigerator/ is/ a/ the.

2. is/ kitchen/ There/ stove/ in/ a/ the.

3. stove/ the/ There/ between/ is/ refrigerator/ a/ and/ sink/ the.

4. turkey/ oven/ in/ is/ There/ a/ the.

5. egg/ an/ is/ frying/ pan/ There/ the/ in/.

7. Describe the objects that are in the picture. Use there is. Compare your answers with a partner.
   *Describe los objetos que están en la imagen. Usa there is. Compara tus respuestas con un compañero.*

   **Example:**
   There is a stove in the kitchen.
   There is a bed in the bedroom.

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
Lesson 4

There are my favorite jeans

Read

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

   Where are they? _____________________

2. Read the dialogue.
   Lee el diálogo.

Mom: Look at this mess! There is a disaster here. **There are** lots of clothes on the floor. How an untidy place!
Ana: I'm looking for my green blouse!
Mom: How are you going to find it in this disorder? You need to clean this room. **There are** your black shoes under your bed and **there are** two dirty plates on the desk.
Ana: Look, **there are** my favorite jeans!
   And look **there are** my glasses! But, they are broken!
Mom: Ana, you should better clean this out! You have to take care of your own space. You should be careful with your possessions.
3. Answer the questions about the dialogue.
   Responde las preguntas acerca del diálogo.

Why is Ana’s mom angry? ______________________________________
What is Ana looking for? _________________________________________
Where are the black shoes? ______________________________________
What’s the advice Ana’s mother gave her? __________________________
Do you have your bedroom clean and tidy? __________________________

Think

4. Go back to the dialogue. Choose the option that corresponds.
   Regresa al diálogo. Elige la respuesta que corresponda.

There are, appears _________ the subject of a sentence.
   a) after
   b) before

There are, refers to _________ forms.
   a) plural
   b) singular

There are, is usually followed by __________ expressions.
   a) place
   b) time

It is the contraction of there are _________.
   a) there’s
   b) there’re
5. Order the words to form a sentence.
   *Ordena las palabras para formar un enunciado.*

   on / are/ There/ three/ floor/ cans.
   *There are three cans on the floor.*

   1. apples/ There/ on/ refrigerator/ are/ two/ the/.

   2. are/ kitchen/ There/ rats/ in/ the/.

   3. some/ the/ There/ are/ donnas/ on/ table/.

   4. days/ seven/ on/ are/ There/ week/ the/.

   5. eggs/ two/ are/ frying/ pan/ There/ the/ in/.

   6. socks/ on/ laundry/ There/ the/ are/ some/.

6. Describe the things that are in this bedroom.
   *Describe las cosas que hay en esta recámara.*
Lesson 5

There aren’t any tissues in the bathroom

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

   What kind of text is it?
   a) a letter  
   b) an e-mail  
   c) a dialogue

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

   Ana: I’m not feeling OK!
   Mom: What’s the problem?
   Ana: I have a cold. Are there any tissues?
   Mom: There are in the bathroom.
   Ana: There aren’t any tissues in the bathroom.
   Mom: There isn’t a roll of toilet paper in the bathroom either.
   Ana: There aren’t any tissues in the bathroom.
   Mom: There is some toilet paper in my room.
   Take some pills, there are in the medicine cabinet.
   Ana: There aren’t any pills in the medicine cabinet.
   Mom: Look then in the drawers.
   Ana: Yes, there are the pills!
3. Circle T if the sentence is True and F if it is False.

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

Ana is in the kitchen.     T  F
Ana is sick.                T  F
There are no tissues in the bathroom. T  F
There is no toilet paper in the bathroom. T  F
Ana is looking for some pills in the medicine cabinet. T  F
There are some pills in the shower.            T  F

Think

4. Go back to the dialogue. Choose the option that corresponds.

Regresa al diálogo. Elige la opción que corresponde.

Choose the negative statements:
   a) there isn’t any/ there aren’t any
   b) are there/ is there

Complete the chart.

| There is no | = |
| There are no| = |

To indicate inexistence of a thing we use:
There isn’t + ______________ + singular article.
There aren’t + ______________ + plural noun.

Write

5. Complete the chart. Use the words in the box.

Completa el esquema. Usa las palabras del cuadro.

| toilet paper | medicine cabinet | shower |
| mirror | towel | sink | bathtub |
| razor | soap | toilet | faucet |
| hair dryer | shower curtain | sponge |
| tissues | comb | |

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6. Complete the sentences. Use *there isn’t / there aren’t*.

*Completa los enunciados. Usa *there isn’t / there aren’t*.*

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet paper</td>
<td>mirror</td>
<td>razor</td>
<td>hair dryer</td>
<td></td>
</tr>
<tr>
<td>medicine cabinet</td>
<td>towel</td>
<td>shower</td>
<td>soap</td>
<td></td>
</tr>
<tr>
<td>shower curtain</td>
<td>tissues</td>
<td>comb</td>
<td>sponge</td>
<td></td>
</tr>
<tr>
<td>faucet</td>
<td>bathtub</td>
<td>sink</td>
<td>toilet</td>
<td></td>
</tr>
</tbody>
</table>

a) ____________ a door in this room.
b) ____________ any apples in the basket
c) ____________ any coffee in the cup.
d) ____________ a picture in the hall.
e) ____________ any towels in the bathroom.
f) ____________ any snow in spring.
7. Write the negative statements of each sentence.

Escribe la forma negativa de cada enunciado.

There are paintings on the walls.
There is a bed in the bedroom.
There are two lamps on the night table.
There is a poster on the door.
There is a soccer ball under the bed.
There are big trees in the yard.

Lesson 6

There's a lamp on the night table

Read

1. Find ten words that refer to the house.

Encuentra diez palabras que se refieren a la casa.

L B A T H R O O M T
K I M P L A M P I L
I R V E S P S A R B
T I O I E I A O R E
C Z R N N E S S O D
H O D R X G K D R T
E S Y F X T R O J G
N E V O Y N E O K V
F N Y W A L L R O B
G A R D E N O Q W M
2. Look at the advertisement. Read the texts.
   Observa el anuncio. Lee los textos.

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

   There is a blue floor.  T  F
   There isn't a bed in the bedroom.  T  F
   There is a lamp next to the bed.  T  F
   There is a headboard in front of the closet.  T  F
   There is a bookcase between the windows.  T  F
   There are green walls.  T  F
   There is a yellow ceiling.  T  F
4. Go back to the advertisement and match the columns.

Regresa al anuncio y relaciona las columnas.

<table>
<thead>
<tr>
<th>Preposition in English</th>
<th>Preposition in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>detrás</td>
</tr>
<tr>
<td>on</td>
<td>en frente</td>
</tr>
<tr>
<td>under</td>
<td>en</td>
</tr>
<tr>
<td>between</td>
<td>encima</td>
</tr>
<tr>
<td>behind</td>
<td>debajo</td>
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<tr>
<td>next to</td>
<td>a un lado</td>
</tr>
<tr>
<td>in front</td>
<td>entre</td>
</tr>
</tbody>
</table>

5. Write on the line the preposition that corresponds.

Escribe sobre la línea la preposición que corresponde.

There are some shoes ______ the closet.

There is a refrigerator ______ the kitchen.

There is a lamp ______ the table.

There is a bulb ______ the ceiling.
There is a cat _________ the table.

There are some shoes _________ the bed.

There is a tree _________ the house.

There is a headboard _______ the bed.

There is a plant _________ of the mirror.

There is a night table _________ the bed.

There is a chair _________ of the desk.

There is a bathroom _________ the second floor.
6. Describe the image. Use there is/ there are and the prepositions.

Describe la imagen. Usa there is/ there are y las preposiciones.

![Image of a bedroom scene]

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Lesson 7

Mini Check

Read

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

Where are they?

   a) in the dining room
   b) in the living room
2. Read the text.
Lee el texto.

I like my living room very much. There’s a green sofa next to the door. In front of the sofa there is a small wood table. There’s a blue and red rug under the table. There’s an armchair between the bookcase and the loveseat. There are some houseplants hanged on the ceiling. There aren’t any windows. There is a hall near the living room that takes to the kitchen.

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

| There’s a sofa besides the door. | T     | F     |
| There’s a big table in front of the sofa. | T     | F     |
| There’s a bookcase next to the loveseat. | T     | F     |
| There’s an armchair next to the bookcase. | T     | F     |
| There are two windows next to the door. | T     | F     |
| There are houseplants hanged on the ceiling. | T     | F     |

4. Go back to the text. Complete the chart.
Regresa al texto. Completa la tabla.

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>There (singular)</th>
<th>There (plural)</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
5. Complete the gapped text. Use the words in the box.

In my bedroom, there is my ______________ in the corner of the room. ____________ some books in the shelf. There is a ____________ next to the bed and there's a ____________ on it. ____________ a chest of drawers under the _____________. There's an armchair ____________ the door. There's a ____________ on the floor, ____________ the closet and the bed.


My favorite room
Lesson 8

Where is the lemonade?

Read

1. Answer the question?
   Responde la pregunta.

   Where are they? ____________________________________________________________________

2. Read the dialogue.
   Lee el diálogo.

   Din don, din don
   Leslie: Hi, dear!
   Felipe: Hi, Les!

   Leslie: Come in! Would you like some lemonade? Let’s go to the kitchen.
   Felipe: Where is the kitchen?
   Leslie: It’s next to the garden. Follow me.
   Felipe: Wow! How a beautiful house!

   Leslie: Mom, where is the lemonade?
   Mom: It is in the refrigerator.
   Felipe: Where are the glasses?
   Leslie: They are in the cupboard.

   Felipe: Excuse me; may I go to the bathroom?
   Leslie: Yes, of course!
   Felipe: Where’s the bathroom?
   Leslie: It’s next to the living room. It’s at the end of the hall.
3. Circle T if the sentence is True and F if it is False.
   *Encierra en un círculo T si el enunciado es verdadero o F si es falso.*
   
   - Felipe visits Leslie’s house for the first time.   
     T   F
   - Leslie’s mom is in the kitchen.   
     T   F
   - There is some lemonade in the refrigerator.   
     T   F
   - The kitchen is on the garden.   
     T   F
   - The bathroom is at the end of the hall.   
     T   F

4. Go back to the text. Choose the option that corresponds.
   *Regresa al texto. Elige la respuesta que corresponda.*

   We use *where is/ are?* to ask:
   - a) location
   - b) time

   Which is the contraction of *Where + is*:
   - a) where’s
   - b) where’re

   Which is the contraction of *where + are*:
   - a) where’s
   - b) where’re

5. Write the question for each answer.
   *Escribe la pregunta para cada respuesta.*
It’s on the table.

They are in the refrigerator.

It’s in the cupboard.

They are on the table.

It’s in the refrigerator.

They are in the cupboard.

6. Work in pairs. Answer the questions with your information. Ask your partner the same questions and write the answers on the lines.

<table>
<thead>
<tr>
<th>Questions</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where’s your house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is your bedroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are your clothes?</td>
<td></td>
<td></td>
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<tr>
<td>Where are your pets?</td>
<td></td>
<td></td>
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<tr>
<td>Where’s the bathroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where’s the kitchen?</td>
<td></td>
<td></td>
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<tr>
<td>Where’s the food?</td>
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</tbody>
</table>
Lesson 9

Is there an apartment for rent?

1. Complete the text with your information. 
   Completa el texto con tu información.

   My _______________ is the place where I sleep. There's a ____________ behind the door. There's a ________________ next to the bed. There's a _________________ on the floor.

2. Read the dialogue. 
   Lee el diálogo.

   Peter: Hi, Erika! How are you?
   Erika: I need to find an apartment to rent before the end of the month.
   Peter: Why don’t you look at the newspaper the Real State section.
   Erika: Are there some apartments to rent?
   Peter: Yes, there are. The Real State is a company which sells or rents houses, apartments, etc.
   Erika: That's a good idea. I'm sure in the Real State section I can find something.
   Peter: Hey, look there are some!
   Erika: Read me one please!
   Peter: OK. "Furnished apartment near the University. Two bedrooms, 1 bathroom, dining room and kitchen"
   Erika: Is there a living room?
   Peter: No, there isn’t.

   For rent

   9th floor. Furnished apartment near the University. 2 bedrooms, 1 bathroom, dining room, kitchen. $2,500 monthly. Las Americas. Call Mr. Thompson: 91 23 456
3. Circle T if the sentence is True or F if it is False.

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

- Erika and Peter are in a cafeteria. T  F
- Peter is looking for an apartment to rent. T  F
- They are looking in the newspaper. T  F
- There are two bedrooms in the apartment. T  F
- There is a dining room in the apartment. T  F

Think

4. Go back to the dialogue. Choose the answer that corresponds and complete the information.

Regresa al texto. Elige la respuesta que corresponde y completa la información.

To make questions with there is we:
- a) invert the words there and is
- b) use Wh- questions

We answer __________________________ affirmative form.
We answer __________________________ negative form.

Write

5. Order the words to form a question. Look at the images. Answer the questions.

Ordena las palabras para formar una pregunta. Observa las imágenes. Respóndelas.

a) there/ a/ Is/ on/ roof/ the/ man/ ?

____________________________________

b) there/ picture/ on/ Is/ a/ the/ wall/ ?

____________________________________
c) there/ lamp/ on/ Is/ a/ the/ table/?
_______________________________________
_______________________________________

d) there/ some milk/ in/ Is/ the/ refrigerator/?
_______________________________________
_______________________________________

e) there/ sofa/ in/ Is/ a/ the/ bedroom/?
_______________________________________
_______________________________________

6. Work in pairs. Make different questions to your partner about his home, use *is there*?
Trabaja en parejas. Haz diferentes preguntas a tu compañero acerca de su hogar, *usa* is there?.

Example:
Is there a Studio? No, there isn’t.

a) _________________________________ ? ________________________
b) _________________________________ ? ________________________
c) _________________________________ ? ________________________
d) _________________________________ ? ________________________
e) _________________________________ ? ________________________
f) _________________________________ ? ________________________
Lesson 10

Are there nine floors in the building?


ClassAds
For rent
________ floor. ________________________
apartment near the _____________________
Station. 3 _____________, 2 bathrooms,
dining room, living room,
_________________. $4,500 monthly. For a small family. Call Mr. Perez: 91 23 456

2. Read the dialogue. Lee el diálogo.

Laura: We need to find an apartment.
Felipe: Yes, honey! I’m looking for some in the newspaper.
Laura: Are there some apartments available?
Felipe: Yes, there are. Look at this: “9TH floor.
Unfurnished apartment near the Police Station. 3 bedrooms, 2 bathrooms, dining room, living room, kitchen.”
Laura: Let me call to have more information.
Laura: Good morning, it’s Laura Flores speaking.
May I speak with Mr. Perez?
Mr. Perez: Is Mr. Perez speaking. May I help you?
Laura: Yes, sir. I would like to know more about the apartment you are renting. Are there any furniture in the apartment?
Mr. Perez: No, there aren’t. It is unfurnished.
Laura: Are there elevators in the building?
Mr. Perez: No, there aren’t, there are stairs only.
Laura: Are there two complete bathrooms?
Mr. Perez: Yes, there are. If you want you can come and see it by yourself.
Laura: That would be great!
3. Circle T if the sentence is True and F if it is False.

Laura and Felipe want to rent a house.    T  F
Laura and Felipe are looking for an apartment in the Classified Advertisements.  T  F
They are interested in one apartment.      T  F
Laura called Mr. Perez to know more about the apartment. T  F
There are elevators in the building.       T  F
The apartment is unfurnished.              T  F
There are three bedrooms in the apartment. T  F
There is a kitchen in the apartment.       T  F

4. Go back to the dialogue. Choose the answer that corresponds and complete the information.

To make questions with there are we:
   a) invert the words there and are
   b) use Wh- questions

Are there is used with:
   a) plural nouns
   b) singular nouns

We answer ________________________ affirmative form.
We answer ________________________ negative form.

5. Order the words to form a question. Look at the images. Answer the questions.

a) there/ pictures/ on/ Are/ two/ the/ wall/?

_______________________________________

_______________________________________
b) there/ two/ in/ Are/ sofas/ the/ living room/?
_______________________________________

_______________________________________

c) there/ desks/ in/ Are/ three/ the/ room/?
_______________________________________

_______________________________________

d) there/ eggs/ in/ Are/ a lot/ of/ the/ basket/?
_______________________________________

_______________________________________

e) there/ one/ in/ Is/ towel/ the/ bathroom/?
_______________________________________

_______________________________________

6. Work in pairs. Make different questions to your partner about his home, use is/are there?
   Trabaja en parejas. Haz diferentes preguntas a tu compañero acerca de su hogar, usa is/are there?

Example:
Are there 4 rooms in your house? Yes, there are.

a) ___________________________________? ________________________

b) ___________________________________? ________________________

c) ___________________________________? ________________________
Lesson 11

This apartment is nicer

Read
1. Read the dialogue.

Lee el diálogo.

Silvia: Look at those advertisements. They announce apartments for rent.
Monica: Let’s take a look in this catalogue.
Silvia: This red apartment is nice. What do you think?
Monica: I don’t like it. The white apartment is nicer than the red one.
Silvia: And what about the blue apartment? Are there any cheap apartments?
Monica: No, there aren’t. They're expensive. This green apartment is cheaper than the others.
Silvia: The red apartment is very large.
Monica: But the white one is larger than the red one.
Silvia: Well, let’s continue looking for an apartment.
2. Answer the questions about the dialogue.
   Contesta las siguientes preguntas acerca del diálogo.
   a) Which apartment is nicer? __________________________
   b) Is there a cheap apartment? _________________________
   c) Which apartment is expensive? ______________________
   d) Is the red apartment larger than the white one? ______
   e) Are Monica and Silvia going to rent an apartment? ______

3. Go back to the dialogue. Complete the information.
   Regresa al diálogo. Complementa el enunciado.

   We use _____ ending to compare two or more objects.
     a) –est
     b) –er

   Adjective + ________ = comparative form

4. Complete with the comparative form.
   Completa con la forma comparativa.

   Example cold colder
   a) small _______________________
   b) cheap ______________________
   c) old ________________________
   d) new ________________________
   e) nice ________________________
   f) tall ________________________
   g) short _______________________
5. Make different sentences comparing two objects of the house. Use the adjectives.
   *Elabora diferentes enunciados comparando dos objetos de la casa. Usa los adjetivos.*

Example:
This house is not very nice. I prefer nicer houses.

a) small __________________________________________________
b) cheap __________________________________________________
c) old ____________________________________________________
d) new ____________________________________________________
e) neat ____________________________________________________
f) light _____________________________________________________

---

**Lesson 12**

The Zaragoza Ave. apartment is bigger than the Hidalgo Ave. apartment

---

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

   a) What’s the address of the web page? _____________________________

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

Monica: What are you doing Silvia?
Silvia: I’m surfing in internet. I found a class ads page.
Monica: Let me see. Look the old house is *pretty*.
Silvia: I don’t think so. The modern house is *prettier* than the old house
Monica: And what about the apartments?
Silvia: They’re *big*.
Monica: Yes, the Zaragoza Ave. apartment is *bigger* than the Hidalgo Ave. apartment.
3. Write True or False.

Escribe True si el enunciado es verdadero o False si es falso.

a) The old style house is bigger than the practical .  ________
b) The practical house is more expensive than the old house.  ________
c) The modern house isn't new.      ________
d) There are 3 bedrooms in the new house.    ________
e) There is an oven in the kitchen of Zaragoza apartment  ________
f) There is a small kitchen in the Hidalgo Ave. apartment      ________
4. Go back to the text. Choose the answer that corresponds.

Regresa al diálogo. Elige la respuesta que corresponde.

For adjectives of one syllable which end consonant – vowel – consonant, for example: big - bigger, we:

a) add –er ending
b) double the consonant, add –er and ______ is added.

For adjectives which end in –y, for example: pretty – prettier, we:

a) change the –y to –i and add -er
b) double the consonant

Comparatives are used to compare two things. In sentences that compare we use ______.

a) then
b) than

5. Write the comparative form to the adjectives.

Escribe la forma comparativa de los adjetivos.

a) fat ___________  h) healthy ___________

b) heavy ___________  i) short ___________

c) clean ___________  j) small ___________

d) dirty ___________  k) happy ___________

e) thin ___________  l) hot ___________

f) early ___________  m) easy ___________

g) big ___________  n) big ___________

6. Look at the images and write comparative sentences to describe them.

Observa las imágenes y escribe enunciados comparativos para describirlas.
Lesson 13

The white sofa is more expensive

Read

1. Complete the information.
   Completa la información.

2. Read the dialogue.
   Lee el diálogo.

Monica: I love this sofa!
Silvia: Which one, the white one or the green one?
Monica: The white sofa is more original than the green one.
Silvia: The white sofa is more original and cool.
Monica: And what about the orange sofa?
Silvia: The orange one is more fashionable than the black sofa.
Monica: But the black is more comfortable than the orange.
Silvia: Why don’t you try them?
Monica: You’re right. The black sofa is more comfortable!
3. Write True or False.
Escribe True si el enunciado es verdadero o False si es falso.

Monica and Silvia are in a shopping mall.  ______________
The white sofa is original.   ______________
The green sofa is ugly.  ______________
The orange sofa is more fashionable.   ______________
The black sofa is uncomfortable    ______________
Monica and Silvia liked the black sofa. ______________

Think

4. Go back to the text. Look at the underlined words. Choose the answer that corresponds.
Regresa al diálogo. Observa las palabras subrayadas. Elige la respuesta que corresponde.

For adjectives of two or more syllables and that does not end in y, we:
c) add –er ending
d) use more before the adjective and ___________ is added.

Comparatives are used to compare two things. In sentences that compare we use ______.
c) then
d) than

Write

5. Write the comparative form to the adjectives.
Escribe la forma comparativa de los adjetivos.
a) (expensive)
b) (attractive)
_____________________________________________________________

c) (modern)
_____________________________________________________________

d) (beautiful)
_____________________________________________________________

e) (interesting)
_____________________________________________________________

f) (comfortable)
_____________________________________________________________

6. Work in pairs. Use a newspaper. Find the classified advertisements section. Compare different advertisements. Use more... than. Write your comparisons. Share your answers with your partner.

1. Complete the information.
Completa la información.

The ______________________ is where we can find classified advertisements.

2. Read the advertisement.
Lee el anuncio.

**Puebla Oaks**
Property Management
4561 E. Main St., Columbia

**AFFORDABLE COLUMBIA HOME… $850**
1 Bdrm, 1 bth, w/stove, water & trash paid, garage, laundry room.

**PET FRIENDLY W/HUGE YARD! … $1895**
Refurnished, 3Bdrm, 2 bth, stove, 2 car garage

**REMODELED APARTMENT ………… $1150**
2 Bdrm, 1 bth, w/stove, laundry room, dishwshr

**FURNISHED APARTMENT ………… $1095**
1 Bdrm, 1 bth w/ stove, near downtown, window coverings

543 1852
For more listings visit:
www.pueblaoaks.com
3. Answer the questions about the advertisement.
   Responde las preguntas acerca del anuncio.
   Is there a telephone number? Write it _______________________________
   Is there a web page? Which one? _________________________________
   Are there houses for rent? _______________________________________
   Are there apartments for rent? _____________________________________
   How many rooms does the Columbia house have? ____________________
   Which one did you like most? _____________________________________

4. Write the abbreviations to the following words.
   Escribe las abreviaturas de las siguientes palabras.
   a) bedroom __________
   b) bathroom __________
   c) dishwasher __________

5. Complete the chart with true information about your classmates.
   Completa la tabla con información de tus compañeros.

<table>
<thead>
<tr>
<th>Name</th>
<th>Lives in</th>
<th>How many rooms are in his home?</th>
<th>Which is his favorite room in his home?</th>
<th>Is there a place where he wants to live?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 15

Project: Classified advertisements. Part one

Read

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

Un proyecto de trabajo sirve para que los estudiantes construyan un vocabulario en inglés. Este debe ayudar a recopilar palabras que se usan fuera del salón de clases.

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

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

3. Discuss with your classmates about the information you are going to include in your brochures and advertisements.

Discute con tus compañeros acerca de la información que van a incluir en sus trípticos y anuncios.


Trabaja en parejas. Elige un animal que te guste.

5. Look at the table.

Observa la tabla.

<table>
<thead>
<tr>
<th>Catalogue (accommodation)</th>
<th>Houses or apartments offered for accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochure (rent/buy house)</td>
<td>Houses or apartments offered for rent or in sell</td>
</tr>
<tr>
<td>Brochure (rent/buy apartment)</td>
<td>Why don’t you stay in these houses or apartments?</td>
</tr>
<tr>
<td>Advertisement (rent/buy houses and apartments)</td>
<td>Why don’t you buy/rent these houses or apartments?</td>
</tr>
</tbody>
</table>

6. Look at a newspaper the classified advertisements.

Observa en un periódico la sección de anuncios clasificados.

7. Gather information about houses and apartments you choose.

Recopila información acerca del animal que elegiste.
8. Use your creativity. Imagine you are really going to rent or sell an apartment or house.

Usa tu creatividad. Imagina que en realidad vas a rentar o vender un departamento o una casa.

Lesson 16

Project: Classified advertisements. Part two

Read

Make a catalogue (accommodation).

Elabora un catálogo (alojamiento).

1. Prewriting.
   Antes de escribir.
   • Gather specific details.

2. Writing.
   Escribiendo.
   • Get a sheet of paper or construction paper.
   • Design a lay out.
   • Organize your information.
   • Complete the lay out with the information you gathered.
   • Use persuasive arguments.
   • Write the most information; try to be short and specific.
   • Think about an illustration and make a lay out of it.
<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts of the house</td>
</tr>
<tr>
<td>Size</td>
</tr>
<tr>
<td>Price</td>
</tr>
<tr>
<td>Characteristics of accommodation</td>
</tr>
<tr>
<td>Telephone number</td>
</tr>
<tr>
<td>Web page</td>
</tr>
</tbody>
</table>

3. Checking.  
*Revisando.*

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

4. Publishing.  
*Publicando.*

- Get pens or pencils of different colors and construction paper.  
- Make a picture of the house or apartment you are offering.  
- Be creative when you illustrate your catalogue.  
- Use different materials for example recyclable.
Lesson 17

Project: Classified advertisements. Part three

Read

Make a brochure (rent/buy house).
*Produciendo un tríptico (alojamiento).*

1. Prewriting.
   *Antes de escribir.*
   - Gather specific details.

2. Writing.
   *Escribiendo.*

   - Get a sheet of paper.
   - Divide the sheet in three parts of the same size.
   - Fold the sheet.
   - Write specific details (example: **Comfortable**- 1 bedroom, 1 bathroom).
   - Mark with **bold**, **underlined**, etc. the important words.
   - Illustrate your brochure.
3. Checking.
   **Revisando.**
   - Read your draft to your partner.
   - Let your partner read the draft.
     - To verify the details are important.
   - Correct and edit.
     - Did I capitalize the first letter of the proper nouns?
     - Did I begin titles and initials with capital letters?
     - Did I misspell some words? Look for the correct spelling in a dictionary.

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

---

**Lesson 18**

**Project: Classified advertisements. Part four**

**Read**

Make a brochure (rent/buy apartments).  
**Produciendo un tríptico (alojamiento).**

1. Prewriting.  
   **Antes de escribir.**
   - Gather specific details.

2. Writing.  
   **Escribiendo.**
   - Get a sheet of paper.
   - Divide the sheet in three parts of the same size.
   - Fold the sheet.
   - Write specific details (example: **Newly remodeled** - with wood floors and very modern style).
   - Mark with **bold, underlined**, etc. the important words.
   - Illustrate your brochure.
3. Checking.  
Revisando.

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

4. Publishing.  
Publicando.

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

Lesson 19

Project: Classified advertisements. Part five

Read

Make an advertisement (rent/buy).  
Elabora un anuncio (renta/compra).
1. Prewriting.
   * Antes de escribir.
   * Gather specific details.

2. Writing.
   * Escrbiendo.
   * Get a sheet of paper or construction paper.
   * Design a lay out.
   * Complete the lay out with the information you gathered.
   * Use persuasive arguments.
   * Write the most information; try to be short and specific.
   * Think about an illustration and make a layout out of it.

<table>
<thead>
<tr>
<th>Location</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Parts of the</td>
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<td>house</td>
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<tr>
<td>Characteristics</td>
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</tr>
<tr>
<td>of accommodation</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>number</td>
<td></td>
</tr>
<tr>
<td>Web page</td>
<td></td>
</tr>
</tbody>
</table>

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

4. Publishing.
   * Publicando.
   * Get pens or pencils of different colors and construction paper.
   * Make a picture of the house or apartment you are offering.
   * Be creative to illustrate your advertisement.
   * Use different materials for example recyclable.
Review. Part one

Write

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

1. Where do you usually cook meals?
   a) in the bathroom
   b) in the kitchen

2. Where do you usually have dinner?
   a) in the dining room
   b) in the yard

3. Where do you usually keep your clothes?
   a) in the living room
   b) in the closet

4. Where do you usually take a shower?
   a) in the bathroom
   b) in the garage

5. Where do you usually watch T.V. and sit on the sofa?
   a) in the living room
   b) in the bedroom

6. Where do you usually water the grass and flowers?
   a) in the garden
   b) in the bedroom

7. Where do you usually keep your food fresh?
   a) in the oven
   b) in the refrigerator

8. Where do you usually sleep?
   a) in the bedroom
   b) in the bathroom
2. Look at the images. Order the letters to form a word.

Observa las imágenes. Ordena las letras para formar una palabra.

1. deb  ____  ____  ____

2. rodo  ____  ____  ____  ____

3. lawl  ____  ____  ____  ____

4. orof  ____  ____  ____  ____

5. hatb  ____  ____  ____  ____

6. wndiwo  ____  ____  ____  ____  ____  ____

7. istsar  ____  ____  ____  ____  ____  ____

8. cutpeir  ____  ____  ____  ____  ____  ____
3. Match the columns.
Relaciona las columnas

The car is in the  
house
You take a shower in the  
garage
You live in a  
garden
You sleep in the  
bathroom
People plant flowers in the  
bedroom

4. Order the words to form a sentence.
Ordena las palabras para formar una oración.

a) in/ the/ bedrooms/ two/ are/ There/ house/.  

b) small / There/ kitchen/ is / a/.  

c) sofa/ living/ in/ green/ is/ room/ a/ There/ the/.  

d) many/ are/ drawers/ in/ closet/ the/ There/.  

e) refrigerator/ the/ in/ water/ any/ There/ isn't/.  

f) books/There/ three/ on/ are/ shelf/ the/.
5. Use the sentences you did in exercise four and make negative statements.

*Usa los enunciados que hiciste en el ejercicio cuatro y hazlos negativos.*

a) ________________________________________________________

b) ________________________________________________________

c) ________________________________________________________

d) ________________________________________________________

e) ________________________________________________________

f) ________________________________________________________

---

**Lesson 21**

**Review. Part two**

**Write**

1. Write on the lines the description of the pictures. Use *there is/ there are.*

*Escribe sobre las líneas la descripción de las imágenes. Usa there is/ there are.*

1) Breakfast

[Image of breakfast scene]
2) Lunch

3) Dinner
2. Check the option that corresponds.
   *Pon una marca en la opción que corresponde.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a rainbow behind the window.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are three pictures on the wall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a hot soup on the bed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There isn't a curtain in the window.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a chest next to the bed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are some flowers on the chest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a boy in the bed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Order the words to form a question. Answer the questions.
   *Ordena las palabras para formar una pregunta. Responde las preguntas.*

   kitchen/ there/ a/ Is/ bed/ in/ ?
   Is there a bed in the kitchen?
   No, there isn't.

   eggs/ the/ basket/ there/ some/ Are/ in/ ?
bathroom/ in/ Is/ shower/ the/ there/ a/?

_____________________________________

_____________________________________

on/ some/ Are/ shelf/ the / there/ books/?

_____________________________________

_____________________________________

table/ lamp/ on/ Is/ a/ there / ? / the

_____________________________________

_____________________________________

kitchen/ Are/ pictures/ there/ the/ in/?

_____________________________________

_____________________________________

4. Answer the questions with your information.
   Responde las preguntas con tu información.

Where is the living room?
Where is the bathroom?
Where is the kitchen?
Where is the garden?
Where are the stairs?
5. Choose the answer that corresponds.

Elige la respuesta que corresponde.

big
a) bigger b) bigger c) more big
expensive
a) expensive b) expensiveer c) more expensive
tall
a) taller b) taller c) more tall
pretty
a) prettier b) prettier c) more pretty
silly
a) sillier b) sillier c) more silly
intelligent
a) intelligenter b) intelligentier c) more intelligent
good
a) gooder b) better c) more good
bad
a) badder b) worse c) more bad
slow
a) slower b) slowwer c) more slow
little
a) littler b) less c) more little
fast (adjective)
a) faster b) fastlier c) more fast
short
a) shorter b) shortier c) more short
happy
a) happier b) happier c) more happy
beautiful
a) beautifuler b) beautifuller c) more beautiful
Lesson 7:
Mini Check

Page/ página 262

4.

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>There (singular)</th>
<th>There (plural)</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next to</td>
<td>There’s x 3</td>
<td>There are</td>
<td>There aren’t</td>
</tr>
<tr>
<td>In front of</td>
<td>There is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Near</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page/ página 263

5.
In my bedroom, there is my bed in the corner of the room. There are some books on the shelf. There is a night table next to the bed and there’s a lamp on it. There’s a chest of drawers under the window. There’s an armchair next to the door. There’s a rug on the floor, between the closet and the bed.

Lesson 20:
Review. Part one

Page/ página 291

1. Where do you usually cook meals?
   b) in the kitchen
2. Where do you usually have dinner?
   a) in the dining room
3. Where do you usually keep your clothes?
   b) in the closet
4. Where do you usually take a shower?
   a) in the bathroom
5. Where do you usually watch T.V. and sit on the sofa?
   a) in the living room
6. Where do you usually water the grass and flowers?
   a) in the garden
7. Where do you usually keep your food fresh?
   b) in the refrigerator
8. Where do you usually sleep?
   a) in the bedroom
2.
   1. bed
   2. door
   3. wall
   4. roof
   5. bath
   6. window
   7. stairs
   8. picture

Page / página 293

3.
   The car is in the house.
   You take a shower in the garage.
   You live in a garden.
   You sleep in the bathroom.
   People plant flowers in the bedroom.

4.
   in/ the/ bedrooms/ two/ are/ There/ house/.
   There are two bedrooms.
   small / There/ kitchen/ is / a/.
   There is a small kitchen.
   sofa/ living/ in/ green/ is/ room/ a/ There/ the/.
   There is a green sofa in the living room.
   many/ are/ drawers/ in/ closet/ the/ There/.
   There are many drawers in the closet.
   refrigerator/ the/ in/ water/ any/ There/ isn't/.
   There is any water in the refrigerator.
   books/ There/ three/ on/ are/ shelf/ the/.
   There are three books on the shelf.
5.
a) There aren't two bedrooms.
b) There isn't a small kitchen.
c) There isn't a green sofa in the living room.
d) There aren't many drawers in the closet.
e) There isn't any water in the refrigerator.
f) There aren't three books on the shelf.

Review. Part two
Lesson 21

Pages / páginas 294-295

1.
1) Breakfast
There is a cup of coffee, there is a glass of juice, there are two eggs in the plate, 
there are two pieces of bacon on the eggs. 
There is a plate of cereal, there is a bottle of milk.

2) Lunch
There is a can of cola, there are some french fries, there is a hamburger, there is 
a hot dog.

3) Dinner
There is a glass of water, there is a piece of bread, there are some vegetables on 
the plate.

Page/ página 296

2.

<table>
<thead>
<tr>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a rainbow behind the window.</td>
<td>X</td>
</tr>
<tr>
<td>There are three pictures on the wall.</td>
<td>X</td>
</tr>
<tr>
<td>There is a hot soup on the bed.</td>
<td>X</td>
</tr>
<tr>
<td>There isn't a curtain in the window.</td>
<td>X</td>
</tr>
<tr>
<td>There is a chest next to the bed.</td>
<td>X</td>
</tr>
<tr>
<td>There are some flowers on the chest.</td>
<td>X</td>
</tr>
<tr>
<td>There is a boy in the bed.</td>
<td>X</td>
</tr>
</tbody>
</table>
3.

Are there some eggs in the basket? Yes, there are.

Is there a shower in the bathroom? Yes, there is.

Are there pictures in the kitchen? No, there aren’t.

Is there a lamp on the table? Yes, there is.

Are there pictures in the kitchen? No, there aren’t.

big   b)bigger
expensive   c)more expensive
tall   a)taller
pretty b)prettier
intelligent c)more intelligent
good b)better
bad b)worse
slow   c) slower
little b)less
fast(adj) a)faster
short a)shorter
happy b)happier
beautiful c)more beautiful
Materiales de apoyo

<table>
<thead>
<tr>
<th>Temas</th>
<th>Material sugerido</th>
</tr>
</thead>
</table>
| Puedes consultar estas páginas a lo largo de toda la unidad 2. | • www.health.discovery.com  
• Programa encicolmedia para telesecundaria. |

Bibliografía

INGLÉS II

Unit 5

Past time/Tiempo pasado
Unit 5

Past times/tiempo pasado

Purpose/Propósito

El propósito de esta unidad es capacitar a los estudiantes para describir hechos pasados en su vida y en la de otros.

Topics / Temas

Lesson 1 A new student
Lesson 2 I visited my grandmother
Lesson 3 When I was a child
Lesson 4 Could you read well when you were ten?
Lesson 5 I couldn’t use a computer
Lesson 6 Mini Check
Lesson 7 We visited Veracruz
Lesson 8 We visited the zoo
Lesson 9 The legend of two volcanoes
Lesson 10 My diary
Lesson 11 Last weekend I went to the movies
Lesson 12 Project: Making an entertainment magazine. Part one
Lesson 13 Project: Making an entertainment magazine. Part two
Lesson 14 Project: Making an entertainment magazine. Part three
Lesson 15 I didn’t clean my bedroom
Lesson 16 Did you study for the math exam?
Lesson 17 Did you iron your uniform?
Lesson 18 Mini Check
Lesson 19 Read about an important person
Lesson 20 Where did you go last weekend?
Lesson 21 Who was the last Aztec emperor?
Lesson 22 Tialoc, the rain god
Lesson 23 Project: Making a book of tales. Part one
Lesson 24 Project: Making a book of tales. Part two
Lesson 26 Project: Making a book of tales. Part four
Lesson 27 Project: Making a book of tales. Part five
Lesson 28 Project: Making a book of tales. Part six
Lesson 29 Review
Lesson 30 Review

30 sessions, 10 weeks / 30 sesiones, 10 semanas
Lesson 1

A new student

Read

1. Underline the corresponding answer.
   Subraya la respuesta correspondiente.

A) Which is the capital of Michoacan?

a) Toluca    b) Morelia    c) Morelos

2. Read the information.
   Lee la información.

Teacher: Boys and girls, this is Pablo your new classmate.
Students: Nice to meet you.
Teacher: Pablo, please introduce you.
Pablo: Hello I'm Pablo. I'm thirteen years old. I was studying at Secondary Miguel Hidalgo in Michoacan. I lived there with my family but we moved to Mexico City two weeks ago because my father got a new job. I liked living in Michoacan because I had many friends. Here I have a friend named Monica, I met her by internet. We wrote e-mails to me almost everyday and she told me about your City.
3. Answer the questions.
   Contesta las preguntas.
   a) Where is Pablo from? _________________________________________
   b) How old is he? _______________________________________________
   c) What’s his friend’s name in Mexico City? _________________________
   d) How did he meet her? _________________________________________
   e) Where did Pablo study in Michoacan? ____________________________

Think
4. Complete the sentence with the corresponding expression.
   Completa el enunciado con la expresión correspondiente.
   A) Pablo is talking about _________________________________.
      a) present events         b) future events         c) past events

Write
5. Match the sentences with the illustrations.
   Relaciona los enunciados con las ilustraciones.
   When Pablo was six years old he:
   a) studied at elementary school.
   b) liked cartoons.
   c) went to bed early.
   d) learned to read and write.
   e) drank a lot of milk.
6. Write □ next to the activities you did when you were a child and complete the text about when you were a child.

Escribe □ junto a las actividades que hacías cuando eras niño y completa el texto acerca de cuando eras niño.

☐ I played with dolls.
☐ I liked candies a lot.
☐ I played with cars.
☐ I drank chocolate milk shakes.
☐ my mother told me tales.
☐ my father took me to school.
☐ my favorite T.V program was the news.
☐ I learned to speak English.
☐ I had a pet.
☐ I took French classes.

Vocabulary

Pet – mascota
Doll – muñeca
The news – las noticias
Milk shake – licuado, malteada
When I was a child ________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Lesson 2

I visited my grandmother

Read

1. Underline the corresponding answer.  
   Subraya la respuesta correspondiente.

A) Who did Paty visit yesterday?
   a) Her mother.
   b) Her friend.
   c) Her grandmother.

2. Read the dialogue.  
   Lee el diálogo.

Pablo: Hi, Paty. I phoned you yesterday but nobody answered.
Paty: Oh, really? My parents were at office and I visited my 
grandmother. It was her birthday.
Pablo: What did you do?
Paty: First, we ate in a little restaurant near her house. She often ate there with 
   Grandpa. Then, we visited a bakery and bought a chocolate cake. Then, 
   went back home. After that, we drank coffee and ate cake. Also we 
   watched a romantic movie. Finally, we looked at old photos about when 
   she and Grandpa got married. She remembered happy moments. We 
   had a lot of fun.
Pablo: Did you get home late?
Paty: Yes, I did. My parents arrived to grandma’s home at nine and we still had dinner, then we came back home two hours later.

3. Answer the questions.
   Contesta las preguntas.

a) What did Paty do yesterday? _____________________________________
b) What did Paty and her grandmother do first? ____________________
c) Write other activities that Paty and her grandmother did. _______________
d) What time did Paty and her parents come back home? ________________
e) What kind of movie did Paty and her grandmother watch? ______________

4. Underline the corresponding answer.
   Subraya la respuesta correspondiente.

This tense indicates actions or situations that started and finished at a certain moment in the past.

a) present simple tense       b) past simple tense       c) future tense

5. Match the sentence with the illustration.
   Relaciona el enunciado con la ilustración.

a) Finally, Mike and his grandfather had dinner at a restaurant.
b) Mike got up at eight o’clock.
c) They went to the stadium to watch a soccer game.
d) After that, he went to his grandfather’s house.
e) Then, he had breakfast with his family.
f) First, he took a shower.
6. Order the sentences to write the story.

Ordene las oraciones para escribir la historia.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

____________________________________________________
Lesson 3

When I was a child

Read

1. Underline the corresponding option.
   Subraya la opción correspondiente.

Pablo and his grandfather are talking about:

a) movies    b) music    c) sports

2. Read the conversation.
   Lee la conversación.

Pablo: What are you doing grandfather?
Grandfather: I'm looking my album about when I was young.
Pablo: Show me.
Grandfather: Look, in this photo I was riding my bike. In this another one I was in a swimming competition. I could swim very well and I won the first place.
Pablo: Did you like sports?
Grandfather: Yes, I loved them. I could play basketball for long hours. Also I could run long distances.
Pablo: Was there an activity you couldn't do?
Grandfather: Yes, there was. I couldn't play soccer but I liked a lot.
Pablo: I can teach you to play soccer if you teach me to play basketball.
   What do you think?
Grandfather: That's an excellent idea.
Write

3. Answer the questions.
   Contesta las preguntas.

a) What is Pablo’s grandfather doing? ________________________________

b) Write the sports that Pablo’s grandfather practiced? ________________

  _________________________________________________________________

c) Which sport did Pablo’s grandfather win the first place in? ___________

d) What was the sport Pablo’s grandfather couldn’t play? ______________

e) What was Pablo’s idea to learn to play basketball? __________________
   _________________________________________________________________

Think

4. Complete the chart with words in **bold** in the dialogue.
   Completa el cuadro con las palabras en **negritas** del diálogo.

a) This word indicates past ability and has a **regular** form for all persons.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write

5. Write on the line the letter that corresponds to each image.
   Escribe sobre la línea la letra que corresponde a cada imagen.

a) When I was younger, I could run very fast.
   a) ____________________

b) She could jump the string when she was a child.
   b) ____________________

c) He couldn’t drive a car when he was fourteen.
   c) ____________________

d) She couldn’t speak English when she went to England for the first time.
   d) ____________________

e) Two years ago, the students couldn’t read an article in English.
   e) ____________________
6. Write ✓ next to the activities you could and couldn’t do when you were a child. Then write a paragraph.

Escribe ✓ junto a las actividades que podías y no podías hacer cuando eras niño. Después escribe un párrafo.

☐ You couldn’t swim.
☐ You could run very fast.
☐ You could read very well.
☐ You couldn’t understand something in English.
☐ You couldn’t speak in English.
☐ You could play soccer very well.
When I was a child I could ___________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Could you read well when you were ten?

Read

1. Choose the corresponding option and complete the sentence.
   *Elige la opción correspondiente y completa el enunciado.*
   A) The information in exercise two is __________________________.
      a) an e-mail   b) a biography   c) a legend

2. Read the information.
   *Lee la información.*

Pablo’s mother: Hi Pablo. How was your day at school?
Pablo: It was so interesting. I learned about Helen Keller.

Helen Keller was born in 1860 in Alabama, in the United States. Her story is so interesting because she was a different woman. When she was only 19 months old, she got very sick and she became blind and deaf. She stopped talking because she couldn’t see or hear. Her parents were worried so they looked for a teacher when Helen was seven years old. Helen’s teacher was Anne Sullivan. She taught Helen to speak using words and sign language. Helen learned so much with her teacher. Helen gave many conferences and wrote books about her life and experiences. Although she couldn’t see or hear she could learn.
Write

3. Write True or False.
_Escribe True si el enunciado es verdadero o False si es falso._

a) Helen Keller was 19 years when she got sick. _____________
b) Anne Sullivan was Helen’s mother. _____________
c) Helen Keller was from the United States. _____________
d) Helen couldn’t see or hear. _____________
e) Helen could communicate with a sign language. _____________

Think

4. Complete the answers with words in **bold** in the text.
_Completa las respuestas con las palabras en **negritas** en el texto._

a) Could you read well when you were ten? Yes, I _____________
b) Could you solve math problems when you were four? No, I _____________
c) Could Helen see or hear when she was three? Yes, she _____________
d) Could Helen learn to speak using words and a sign language? _____________

Write

5. Read the text again and write the past tense of the verbs.
_Lee el texto otra vez y escribe el tiempo pasado de los verbos._

a) can _____________ e) stop _____________
b) write _____________ f) teach _____________
c) get _____________ g) give _____________
d) become _____________ h) learn _____________

6. Answer the questions about you when you were ten years old.
_Conuesta las preguntas acerca de ti cuando tenías diez años._

a) Could you count to a hundred? _________________________
b) Could you solve math problems? _______________________
c) Could you remember dates in history? ___________________
d) Could you read well? ________________________________
e) Could you use a computer? ___________________________
f) Could you ride a horse? ______________________________
Lesson 5

I couldn’t use a computer

Read

1. With information from last class in exercise six complete the text about you and illustrate it.

When I was ten years old I could ____________________________________
But I couldn’t ____________________________________________________

2. Interview two classmates, a girl and a boy, about when they were in first grade at secondary school.

Entrevista a dos compañeros, un alumno y una alumna, acerca de cuando estaban en primer grado de secundaria.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) What’s your name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Could you speak in English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Could you solve math problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Could you remember dates in history?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Could you read well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Could you use a computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Could you ride a horse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Could you play basketball well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Could you understand chemistry classes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Could you express your ideas in class?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. With the information write a text about her and him and illustrate it.

*Con la información escribe un texto acerca de ella y él e ilústralo.*

When __________________ was in first grade she could __________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

but she couldn’t _______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

When __________________ was in first grade he could __________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

but he couldn’t _______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Think

4. Answer the questions.

Contesta las preguntas.

a) How do you ask for ability in past?_____________________________

b) How do you answer? ___________________    __________________

Write

5. Notice the difference. Write ✓ to the corresponding tense for each sentence.

Nota la diferencia. Escribe ✓ en el tiempo correspondiente para cada enunciado.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Past tense</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Juan couldn’t read fast when he was nine.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b) Maria can speak English.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>c) I could solve math problems.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>d) They can use the computer.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Lesson 6

Mini Check

Read

1. Match the famous people with their abilities.
   *Relaciona a las personas famosas con sus habilidades.*

   ______ She could compose poetry.
   ______ He could play the piano.
   ______ He could understand complicated scientific processes.
   ______ He could paint amazing murals.

   a) Diego Rivera
   b) Sor Juana Inés de la Cruz.
   c) Wolfgang Amadeus Mozart
   d) Albert Einstein.

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

   Paty: Pablo do you know that Mozart could play the piano and compose music when he was six.
   Pablo: Really? He was an intelligent boy.
   Paty: Do you know David Copperfield?
   Pablo: Yes, of course. I admire him. What about him?
   Paty: Well, he could do magic when he was twelve. They were brilliant students.
   Pablo: And what about you Paty? Could you play a musical instrument when you were six?
   Paty: No, I couldn’t. But I could play the violin when I was eleven. And what about you?
   Pablo: Well, I couldn’t play a musical instrument but I could read very well when I was at elementary school.
3. Answer the questions.
   Contesta las preguntas.
   a) Could Mozart play the piano and play music when he was six? ____________
   b) Could David Copperfield do magic when he was six? __________________
   c) Could Paty play the violin when she was eleven? __________________
   d) Could Pablo play a musical instrument when he was a child? _____________
   e) What could Pablo do when he was at elementary school? _______________

4. Underline the corresponding option.
   Subraya la opción correspondiente.
   a) We use could / can to talk about ability in the past.
   b) We use couldn’t / can’t to talk about inability in the past.
   c) Could is followed by a verb / an adjective in affirmative sentences.

5. Write ✓ or ✗ next to the activities you could and couldn’t do in different ages.
   Escribe ✓ o ✗ junto a las actividades que podías y no podías hacer en diferentes edades.

<table>
<thead>
<tr>
<th>Activities</th>
<th>three years old</th>
<th>six years old</th>
<th>eleven years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climb trees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride a bike</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play the guitar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run fast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read very well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve math problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play soccer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Use the information to write about you in the different ages.
   *Usa la información para escribir acerca de ti en las diferentes edades.*

Use could:

When I was three years old I could ______________________________________
____________________________________________________________________
____________________________________________________________________

When I was six years old I could _______________________________________
____________________________________________________________________
____________________________________________________________________

When I was eleven years old I could ___________________________________
____________________________________________________________________
____________________________________________________________________

Use couldn't:

When I was three years I couldn't _____________________________________
____________________________________________________________________
____________________________________________________________________

When I was six years I couldn't _______________________________________
____________________________________________________________________
____________________________________________________________________

When I was eleven years I couldn’t ____________________________________
____________________________________________________________________
____________________________________________________________________
Lesson 7

We visited Veracruz

Read
1. Write the places Monica and her family visited in Veracruz.
   *Escribe los lugares que Mónica y su familia visitaron en Veracruz.*

2. Read the e-mail.
   *Lee el correo electrónico.*

   From: monicmar@cooltown.com
   To: pablogm@meetme.com
   Subject: Greetings from Veracruz

   Dear Pablo,

   I want to tell you I’m having a great time in Veracruz with my family. We *stayed* at the Paradise Hotel. On Friday we *went* to San Juan de Ulua and *had* dinner at the Parroquia. On Saturday we *visited* the beach and *swam* all the day. In afternoon we *watched* a beautiful sunset and *ate* delicious sea food. On Sunday we visited the aquarium, it was so interesting. I *bought* some souvenirs for you. Also I *took* many photos that I will show you when we come back to Mexico City.

   Regards.
   Monica

Write
3. Answer the questions.
   *Contesta las preguntas.*

a) What’s Pablo’s e-mail address? __________________________

b) Who wrote the e-mail to Pablo? __________________________

c) What places did Monica and her family visited? __________________________
d) Where do Monica and her family live?
e) How many days did Monica and her family visit Veracruz?

Think

4. Read the information and complete the chart with words in **bold** from the text.

*Lee la información y completa el cuadro con las palabras en **negritas** del texto.*

To form the past tense –*ed* is added at the end of the verb. There are two kinds of verbs: regular verbs and irregular verbs. In regular verbs you just write *ed*, for example: live – lived. For irregular verbs, they change the structure of the word for example: buy – bought.


<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

For regular verbs there are some rules. When the word is only one syllable and there is a consonant + vowel + consonant, duplicate the last consonant. Except when the word ends in *w, y*. For example: *clap – clapped, stop – stopped*. When the word ends with a *y*, change it to *i* and add *ed*; for example: *study – studied, carry – carried*.

*Para los verbos regulares hay algunas reglas. Cuando la palabra sólo es una sílaba y hay una consonante + una vocal + una consonante, duplica la última consonante. Excepto cuando termina en *w, y*. Cuando la palabra termina con una *y*, cámbiala por *i* y agrega *ed*; por ejemplo: *study – studied, carry – carried*.
5. Complete the verb table. You can use the list of verbs at the end of the unit.

Completa la tabla de verbos. Puedes usar la lista de verbos que está al final de la unidad.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Past</td>
</tr>
<tr>
<td>Work</td>
<td>eat</td>
</tr>
<tr>
<td>Talk</td>
<td>go</td>
</tr>
<tr>
<td>Visit</td>
<td>have</td>
</tr>
<tr>
<td>answer</td>
<td>sing</td>
</tr>
<tr>
<td>dance</td>
<td>write</td>
</tr>
<tr>
<td>Love</td>
<td>think</td>
</tr>
<tr>
<td>decide</td>
<td>teach</td>
</tr>
<tr>
<td>arrive</td>
<td>drive</td>
</tr>
<tr>
<td>return</td>
<td>drink</td>
</tr>
</tbody>
</table>

6. Use the past tense of the verbs from the chart to write a text similar to exercise two telling about a place you had visited.

Usa los verbos en pasado del cuadro para escribir un texto similar al del ejercicio dos, hablando acerca de un lugar que hayas visitado.

Dear ____________________,

From: __________________________________________
To: ____________________________________________
Subject: ________________________________________

Dear ____________________,

Regards.

_________________
Lesson 8

We visited the zoo

Read

1. Underline the corresponding answer.
   Subraya la respuesta correspondiente.

   A) When did Pablo visit the zoo, the museum and go to the movies?

   a) On Saturday and Sunday.  b) On Friday and Saturday.

2. Read the information about what Pablo did last weekend.
   Lee la información acerca de lo que Pablo hizo el fin de semana pasado.

Monica: Hi Pablo. How are you?
Pablo: Hello Monica. I read your e-mail. Did you enjoy your visit to Veracruz?
Monica: Yes I did. What did you do last weekend?
Pablo: Well, I was with my family, let me tell you. On Saturday we visited the zoo. There we took a lot of photos. Then, we visited the Anthropology Museum. On Sunday we went to the movies. We watched a horror movie and we ate pop corns and drank sodas.

Write

3. Match the sentences with the illustrations.
   Relaciona los enunciados con las ilustraciones.

   a) On Saturday we visited the zoo.
   b) There we took a lot of photos.
   c) Then we visited the Anthropology Museum.
   d) On Sunday we went to the movies.
   e) We watched a horror movie.
   f) We ate pop corns and drank sodas.
Write

4. Answer the questions.
   Contesta las preguntas.

a) What kind of movie did Pablo watch? _______________________________

b) What places did Pablo and his family visit on Saturday? __________________

c) What places did Pablo and his family visit on Sunday? __________________

d) What museum did they visit? _____________________________________

e) What did they eat when they went to the movies? _____________________

Last weekend I was with my family. We began to meet the city. We visited some interesting places.
Think

5. Look at the dialogue from exercise two and complete the questions.
   Observa el diálogo del ejercicio dos y completa las preguntas.

This word indicates that is a question in past simple tense.

a) What ___________ you do yesterday? I played soccer with my friends.

b) What ___________ Monica visit on Sunday? She visited the aquarium.

c) What ___________ Luis buy for her mother? He bought some roses.

Write

6. Read the options to write a story. Color the ones you chose.
   Lee las opciones para escribir una historia. Colorea las que elegiste.

On Sunday I went...

to a birthday party. to the movies.

I took I saw

a chocolate cake. a gift. a horror movie. a romantic movie.

I met I ate

a boy. a girl. pop corns. a hot dog.

After that, I enjoyed

the party. the dancing. the movie. a soda.
7. Write and illustrate your story.
Escribe e ilustra tu historia.

On Saturday I went __________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Lesson 9

The legend of two volcanoes

Read

1. Underline the verbs in past simple tense in the text.
Subraya los verbos en tiempo pasado en el texto.

2. Read the information.
Lee la información.

Pablo’s grandfather: What are you doing Pablo?
Pablo: I’m packing because I’m going to camp near the volcanoes.
Pablo’s grandfather: Do you know the legend of the two volcanoes?
Pablo: No, I don’t.
Pablo’s grandfather: Would you like to hear it?
Pablo: Yes, of course.
Pablo’s grandfather: There was once a beautiful Aztec princess named Iztaccihuatl. She met Popocatepetl who was an Aztec warrior. He was very brave. He fell in love with Iztaccihuatl but his father disapproved of this and sent Popocatepetl to war. The war was very long and he couldn’t back soon, so Iztaccihuatl thought that he was died. Because of this she was very sad, got sick and died. When Popocatepetl came back he was desperate and took Iztaccihuatl up to the mountains. He put her on the ground and guarded forever. Iztaccihuatl and Popocatepetl became two volcanoes.

3. Write True or False.

Escribe True si el enunciado es verdadero o False si es falso.

a) Iztaccihuatl was a warrior.  
   ___________________

b) Popocatepetl was a prince.  
   ___________________

c) Iztaccihuatl loved Popocatepetl.  
   ___________________

d) Iztaccihuatl’s father disapproved Popocatepetl.  
   ___________________

e) Popocatepetl went to war.  
   ___________________

f) Popocatepetl returned and Iztaccihuatl was very happy.  
   ___________________

g) They were happily forever.  
   ___________________

h) They became two volcanoes.  
   ___________________
Think

4. Read the information and complete the sentences.  
Lee la información y completa los enunciados.

I played soccer  
You played soccer  
He _________ soccer  
She _________ soccer  
They _________ soccer  
We _________ soccer  

I bought a book.  
You bought a book.  
He _________ a book.  
She _________ a book.  
They _________ a book.  
We _________ a book.

Write

5. Read the information. 
Lee la información. 

The Aztecs and Tenochtitlan.

Huitzilopochtli told Tenoch to look for an eagle perched on a cactus, growing from a rock surrounded by water. They should build their city there. The Aztecs looked for this place for many years.

Finally, they found the island on a lake where they built their city. They called their city Tenochtitlan, around 1325. Tenochtitlan became in Mexico City.

One day long time ago, the god Huitzilopochtli told the leader of the Aztecs, Tenoch, to go with his people to an island in the middle of a lake.
6. Order the information to write the story.
*Ordena la información para escribir la historia.*

The Aztecs and Tenochtitlan.

My diary

Read

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

a) What is Alicia doing? ___________________________________________

2. Read the information.
*Lee la información.*

Alicia’s mother: What are you doing Alicia?
Alicia: I’m writing in my diary.
Alicia’s mother: Did happen something interesting for you?
Alicia: Yes.
March, 25th.

Dear diary,

Last week I met a boy at school. He is a new student in my classroom, his name is Pablo. He sat next to me and asked me about the schedule and the teachers. In the recess my classmates invited him to play soccer.

Yesterday Pablo, some friends and I went to the movies. Pablo told me he was there last weekend with his family. We saw an action movie; it was fun. Then, we bought popcorn and ate ice cream, they were delicious. We enjoyed the movie and I could talk with Pablo about music, movies and videogames. He liked all those things as me. He told me I'm pretty and he invited to me to the premier of a cartoon movie next weekend.

I'm so happy.

Write

3. Answer the questions.
   Contesta las preguntas.

a) Why is Alicia happy? ___________________________________________
b) When did she meet Pablo? ______________________________________
c) Who is Pablo? ________________________________________________
d) What happened with Pablo in the recess? __________________________

e) Where did Pablo, Alicia and her friends go yesterday? _______________
4. Complete the sentence with information from the text.  
Completa el enunciado con la información del texto.

These words are used to replace nouns. ________________________________

Example:
I enjoyed the movie. It was fun.
Pablo and Monica are friends. They study at the same school.

5. Write on the line the verb in past tense. Use the verbs in parenthesis. 
Escribe sobre la línea el verbo en tiempo pasado. Usa los verbos en el paréntesis.

a) Yesterday I _____________ my grandmother. (visit)
b) Last weekend Mario ___________ to Acapulco. (go)
c) This morning I _____________ cereal for breakfast. (have)
d) Three years ago Susana ____________ at elementary school. (study)
e) Last month I ______________ a pair of tennis shoes. (buy)
f) Yesterday afternoon I __________ soccer with my friends. (play)

6. Write in Spanish the meaning of the following expressions.  
Escribe en Español el significado de las siguientes expresiones.

a) This morning _________________________
b) Yesterday ayer
c) Last month _________________
d) Last night anoche
e) Two years ago hace dos años
f) Five years ago _________________________
g) Three days ago _________________________
h) Last week _________________________
i) Last weekend el fin de semana pasado
j) Last Friday _________________________
k) Last year _________________________
7. Write some activities you did this morning, yesterday, last month, etc. Use the expressions in exercise six.

Escribe algunas actividades que hiciste esta mañana, ayer, el mes pasado, etcétera. Usa las expresiones del ejercicio seis.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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

Encuentra los siguientes verbos en tiempo pasado en la sopa de letras.

a) teach
b) run
c) write
d) work
e) read
f) sleep
g) swim

Last weekend I went to the movies

Lesson 11

Last weekend I went to the movies

Read

1. Underline the corresponding answer.

Subraya la respuesta correspondiente.

A) The e-mail is to ________________________.

a) Monica    b) Pablo    c) Antonio
2. Read the information.
   
   Hi Antonio!
   How are you? I'm having a great time in Mexico. I have new friends but I miss my friends there in Michoacan. Two weekends ago my family and I decided to meet the city. First, we visited the zoo and the anthropology museum. Then, we went to the movies and had a great time there. Last weekend I went to the movies again but this time I went with my new friends. I met a nice girl in my classroom, her name is Alicia. She is really nice and intelligent. Also I met new teachers. Greetings to your family. Send me back an e-mail.

   Regards.
   Pablo

3. Answer the questions.

   a) Where does Antonio live? ______________________________________
   b) Who wrote the e-mail? ________________________________________
   c) Who did Pablo miss from Michoacan? ____________________________
   d) Why did Pablo write an e-mail to Antonio? ________________________

4. Complete the sentences with information from the text.

   A) This word indicates contrast. _____________
   B) These words indicate sequence. _______________, ________________.
Write

5. Read the story and complete it with the past form of the verbs in the box.
Lee la historia y completala con el tiempo pasado de los verbos del cuadro.

| decide | go | arrive | open |

One day Jorge ___________ visit his grandfather.
He took the bus and ___________ until his house.

Jorge ___________ to his Grandfather’s house.
He rang the doorbell but nobody ___________ the door.
6. Complete the story as you imagine. Use the past form of the verbs in the box or other verbs that you choose.
Completa la historia como la imagines. Usa el tiempo pasado de los verbos del cuadro u otros verbos que elijas.

shout   break   phone   watch   return
knock   open   is     cook
Lesson 12

Project: Making an entertainment magazine. Part one

Designing the games
Diseñando los juegos

1. Individually, in your notebook, design a search word, a puzzle, a verb fun, complete the verb table and others games of your creation. Use verbs in present and past tense.

   Individualmente, en tu cuaderno, diseña una sopa de letras, un crucigrama, tripas de gato, completa el cuadro, y otros juegos de tu creación. Usa verbos en presente y pasado.

For example:

   o In the search word you can write the verbs in present tense in a column and in past tense inside the box.
   o For the puzzle you can write the verbs in present tense in the cross and down columns. So the students will complete the puzzle with the past tense of the verbs.
   o When you design the verb fun write verbs in present and past tense. Then the students will join them with a line.
   o Also you can design a table to complete it with the missing verbs. Include a column for verbs in present and other for verbs in past.
   o Use your imagination to design another games, always using verbs in present and past time tense.

Por ejemplo:

   o En la sopa de letras puedes escribir los verbos en tiempo presente en una columna y en tiempo pasado dentro de las letras.
   o Para el crucigrama puedes escribir los verbos en presente en la columna de horizontales y verticales. Así los alumnos completarán el crucigrama con el tiempo pasado de los verbos.
   o Cuando diseñes las tripas de gato escribe verbos en presente y pasado. Después los alumnos los unirán con una línea.
   o También puedes diseñar una tabla para completarla con los verbos que faltan. Incluye una columna de verbos en presente y otra de verbos en pasado.
   o Usa tu imaginación para diseñar otros juegos haciendo uso siempre de verbos en tiempo presente y pasado.
Lesson 13

Project: Making an entertainment magazine. Part two

Checking the games
Revisando los juegos

1. In this class your teacher will check your job including the instructions and the structure. Then you will correct the mistakes.
   En esta clase tu maestro revisará tu trabajo incluyendo las instrucciones y la estructura. Después corregirás los errores.

2. After you have corrected them, your teacher will check your job again.
   Después de que los hayas corregido, tu maestro revisará tu trabajo otra vez hasta que esté correcto.

3. At home rewrite your games in different colored sheets of paper. Use just one sheet of paper for each game. Don't forget write the instructions to each game and a cover with personal information (your magazine’s name, student’s name, subject and school).
   En tu casa reescribe tus juegos en hojas de diferentes colores. Usa una hoja para cada juego. No olvides escribir las instrucciones para cada juego y una portada con tus datos (nombre de tu revista, nombre del alumno, materia y escuela)

4. Staple your colored sheets of paper or join them with a clip. For next class you will work with this material.
   Engrapa tus hojas de colores o únelas con un broche. Para la próxima clase trabajarás con este material.

Lesson 14

Project: Making an entertainment magazine. Part three

Exchanging the magazine
Intercambiando la revista de entretenimiento

1. In this class you will exchange your material with a classmate to solve it. With this activity you will learn some verbs in present and past time in a fun way.
   En esta clase intercambiarás tu material con un compañero para resolverlo. Con esta actividad aprenderás algunos verbos en presente y pasado de una manera divertida.
2. When you have finished return the material to your classmate and you will receive yours. Check if your classmate solved correctly and tell him/her the mistakes he/she had in order to study hard.

Cuando hayas terminado de resolver el material regrésalo a tu compañero y tú recibirás el tuyo. Revisa si tu compañero lo resolvió correctamente y dile de los errores que tuvo para que trabaje en ellos.

Lesson 15

I didn’t clean my bedroom

Read

1. Write ✓ or ❌ next to the activities Alicia did or didn’t on weekend.

Escribe ✓ o ❌ junto a las actividades que Alicia hizo o no hizo el fin de semana.

☐ Alicia was at her grandmother’s house.
☐ Alicia didn’t clean her bedroom.
☐ Alicia went to Cuernavaca.
☐ Alicia went to the soccer game with Pablo.
☐ Alicia didn’t do her English homework.
☐ Alicia took care of her grandmother.
2. Read the conversation.
   *Lee la conversación.*

   Ring, ring

   Alicia: Hello. Who’s calling?
Pablo: Hi Alicia. This is Pablo. I want to invite you to a soccer game this afternoon.
Alicia: I would like going but I can’t because I *didn’t* study for the math exam. I
   *didn’t* wash my uniform, I *didn’t* do my English homework, I *didn’t*
clean my bedroom, I *didn’t* feed my dog and I *didn’t* read the article
   from the newspaper for Spanish class.
Pablo: Why?
Alicia: Because I wasn’t at home. My family and I went to Cuernavaca because
   my grandmother was sick. We took care of her.
Pablo: And how is she now?
Alicia: She is better but I’m not. I have to do a lot of things.

3. Write True or False.
   *Escribe True si el enunciado es verdadero o False si es falso.*

   a) Pablo invited Alicia to the movies. ______________
   b) Alicia accepted Pablo’s invitation. ______________
   c) Alicia did her English homework. ______________
   d) Alicia didn’t wash her uniform. ______________
   e) Alicia took care of her grandfather. ______________
   f) Alicia’s grandmother was sick. ______________
   g) Alicia wasn’t at home on weekend. ______________

4. Write the corresponding word.
   *Escribe la palabra correspondiente.*

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

   Look that after this word you have to write the verb in present tense. For example:
   *Observa que después de esta palabra tienes que escribir el verbo en tiempo
   presente. Por ejemplo:*
   Yesterday I *didn’t* go to the movies.
Mariana didn’t visit her friend. Jorge didn’t eat a sandwich. He ate a hamburger.

Write

5. Complete the text with the corresponding form of the verbs in the box. 
Completa el texto con la forma correspondiente de los verbos del cuadro.

<table>
<thead>
<tr>
<th>listen</th>
<th>watch</th>
<th>read</th>
<th>wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit</td>
<td>go</td>
<td>do</td>
<td>fish</td>
</tr>
</tbody>
</table>

When I was young I didn’t ______ T.V. I _______ books and _______ to the radio. I _______ have a wash machine. I _______ my clothes by hand. In my free time I didn’t ______ to the cinemas because in my town there weren’t one of them. I _______ in the river or I _______ my friends and relatives.

6. Write ✓ or ✗ next to the activities that happened to you last week.
Escribe ✓ o ✗ junto a las actividades que te sucedieron la semana pasada.

- You had a math exam.
- The English teacher gave you a good grade.
- You didn’t wash your tennis shoes.
- Your parents didn’t give you permission to watch T.V yesterday.
- You enjoyed school yesterday.
- You met a new friend.
- You took your dog for a walk.
- Your friends went to a movie Wednesday afternoon.
- You went to a party.
- It was your birthday.
Lesson 16

Did you study for the math exam?

Read

1. Write the next words in Spanish.
   *Escribe las siguientes palabras en español.*

   a) Mathematics  __________________
   b) Spanish   __________________
   c) English   __________________
   d) Biology   __________________

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

   Pablo: Hi Sandy. Did you study for the math exam?
   Sandy: No, I didn’t. I went to my swimming classes.
   Pablo: And what about you Laura? Did you study?
   Laura: Yes, I did. Also I did the homework.
   Pablo: Did we have to do homework?
   Laura: Yes, we had. Did you study and do the homework Pablo?
   Pablo: I just studied for the exam but I forgot to do my homework.
   Mario: And what about you Alicia?
   Alicia: I didn’t study and I didn’t do my homework.
   Mario: Don’t worry, you are an excellent student and you always get good grades.
3. Write True or False.
   *Escribe True si el enunciado es verdadero o False si es falso.*

a) Pablo didn’t study for the math exam. _____________
b) Pablo didn’t do the homework. _____________
c) Laura studied for the exam and did the homework. _____________
d) Sandy studied for the exam. _____________
e) Monica did the homework and studied for the exam. _____________

4. Complete the information with the words in **bold** from the dialogue.
   *Completa la información con las palabras en **negritas** del diálogo.*

   **Affirmative** ________________
   **Negative** ________________

   a) We use these words to make a short answer.

   **Look that** did and didn’t have a regular form for all the persons.
   *Observa que did y didn’t tienen una forma regular para todas las personas.*

<table>
<thead>
<tr>
<th><strong>Affirmative</strong></th>
<th><strong>negative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>he</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>she</td>
<td>she</td>
</tr>
<tr>
<td>didn’t</td>
<td>didn’t</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>they</td>
<td>they</td>
</tr>
<tr>
<td>we</td>
<td>we</td>
</tr>
</tbody>
</table>
Write

5. Answer the questions about you.
   Contesta las preguntas acerca de ti.

a) Did you do your homework? ______________________________________

b) Did you have breakfast this morning? _______________________________

c) Did you watch T.V yesterday afternoon? ____________________________

d) Did you buy a new dress last weekend? _____________________________

e) Did you go to Acapulco last summer? _______________________________

f) Did you make your bed this morning? ________________________________

g) Did you listen to music yesterday? _________________________________

Speak

6. Interview some classmates and write ☑ or ✗ under the activities they did or
didn’t last week. Then, write a text about one of your classmates.
   Entrevista a algunos compañeros y escribe ☑ o ✗ debajo de las actividades
   que ellos hicieron o no la semana pasada. Después escribe un texto acerca de
   uno de los dos compañeros entrevistados.

Did you … last week?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to the movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet a new friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat cereal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>get up early and do exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play soccer with your friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visit your relatives last summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>help you mom at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean your bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wash your tennis shoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_______________________ didn’t go to the movies. ________________________

_____________________________________________________________________
_____________________________________________________________________

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Lesson 17

Did you iron your uniform?

1. Complete the chart.
   Completa el cuadro.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Spanish</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>feed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the information.
   Lee la información

Monica's mother: Alicia, did you clean and sweep your bedroom yesterday?
Monica: Yes, I did.
Monica's mother: Did you wash the dishes?
Monica: Yes, I did.
Monica's mother: Did you take out the trash?
Monica: Yes, I did.
Monica's mother: Did you iron your uniform?
Monica: Yes, I did.
Monica's mother: Did you feed your dog?
Monica: No, I didn't.
Monica's mother: Did you clean your shoes?
Monica: No, I didn't.
Monica's mother: Did you write the story for your Spanish class?
Monica: No, I didn't. But I'm going to write about Cinderella, I have a lot of ideas.
3. Write the activities Monica did and the ones she didn’t.
   *Escribe las actividades que Monica hizo y las que no.*

- a) Alicia swept her bedroom yesterday.
- b) ____________________________________________________________
- c) ____________________________________________________________
- d) ____________________________________________________________

- a) Monica didn’t feed her dog.
- b) ____________________________________________________________
- c) ____________________________________________________________

4. Read the examples and complete the sentences.
   *Lee los ejemplos y completa los enunciados.*

 a) Did you do your homework?
 b) Did Mario wash his tennis shoes?
 c) Did Luis and Jorge play soccer last Saturday?

 A) The word ___________ indicates the past time of the questions.

Look that in the question the action verb is in present tense.
*Observa que en la pregunta el verbo está en tiempo presente.*
5. Look at the illustration and complete the questions and answers about what Nancy did last weekend.

Observe la ilustración y completa las preguntas y respuestas acerca de lo que Nancy hizo el fin de semana pasado.

a) Did Nancy ______________ her uniform?    Yes, ______________________.
b) ___________ she do her homework?           __________________________
c) _______ _________ __________her shoes?       __________________, did.
d) Did ________ __________the window?   No, she _____________________.

6. Write about the activities you did last weekend and illustrate them.

Escribe acerca de las actividades que hiciste el fin de semana pasado e ilústralas.

Last weekend I ______________________

__________________________________
__________________________________
__________________________________
__________________________________
__________________________________

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Lesson 18

Mini Check

Read

1. Underline the corresponding answer.
   *Subraya la respuesta correspondiente.*

A) Who was Diego Rivera?
   a) He was an actor.  b) He was a singer.  c) He was a painter.

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

---

**Diego Rivera**
(1866 – 1957)

Diego Rivera was born in Guanajuato on December 8th, 1866. When he was a child he liked to draw pictures. He began to study art at the San Carlos Academy in Mexico City when he was ten years old. Later he went to Europe and when he returned to Mexico he had many revolutionary ideas. He painted the famous murals in the National Palace and other many works of art. Diego had three wives, the last one was Frida Kahlo. He died of cancer on November 25th, 1957. We remember him as one of Mexico’s greatest muralists.
3. Write the missing information about Diego Rivera.
Escribe la información que falta acerca de Diego Rivera.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of birth:</th>
<th>Place of birth:</th>
<th>Date of died:</th>
<th>Studied in:</th>
<th>Painted:</th>
<th>Traveled to:</th>
<th>Last wife:</th>
</tr>
</thead>
</table>

4. Complete the chart with the past tense of the verbs.
Completa el cuadro con el tiempo pasado de los verbos.

<table>
<thead>
<tr>
<th>clap</th>
<th>write</th>
<th>walk</th>
<th>study</th>
<th>work</th>
<th>drive</th>
<th>carry</th>
<th>stop</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
<th>Words of one syllable</th>
<th>- y</th>
</tr>
</thead>
</table>

5. Think about a person who lived in the past and that you admire. Look for information about him or her. Then, complete the information.
Piensa en una persona que admires y que vivió en el pasado. Busca información acerca de él o ella. Después, completa la información.

a) Name: _________________________________________________________

b) Occupation: ______________________________________________________

c) Date of birth: ____________________________________
d) Place of birth: ___________________________________________________

e) Date of died: ____________________________________________________

f) Nationality: _____________________________________________________

g) Why is she or he famous? _________________________________________

h) Why do you admire him / her? ______________________________________

6. Write a biography, use the information from exercise five and paste or draw a picture.
   *Escribe una biografía, usa la información del ejercicio cinco y pega una fotografía o dibújala.*

---

Lesson 19

Read about an important person

Read

1. Write the missing information in the biography.
   *Escribe la información que falta en la biografía.*
2. Read the information.

Lee la información.

This poet was the first Mexican author that received the Nobel Prize of Literature in 1990. He was born in Mixcoac in Mexico City. He has the opportunity to study for a year in the United States. His poetry was philosophical. He wrote The Labyrinth of Solitude in 1950. In 1960 he wrote Liberty Under Oath. His best known poem is Sunstone that he wrote in 1958. Paz wrote poetry, texts analyzing civilizations, art and literature. He was Mexico’s ambassador in India from 1962 to 1968. He died on April 19th, 1998.

3. Answer the questions.

Contesta las preguntas.

a) When did Octavio Paz receive the Nobel Prize of Literature? ________________
b) When was he born? ________________________________
c) Where was he born? ________________________________
d) Where did he study for one year? ________________________________
e) What did he write? ________________________________
f) When did he die? ________________________________
Think

4. Complete the chart.  
*Completa el cuadro.*

You use these words to get specific information.

Write

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

a) What’s your name? ____________________________________________

b) Where were you born? _________________________________________

c) When were you born? _________________________________________

d) What was your favorite T.V program when you were a child? __________

e) Where did you study elementary school? ____________________________

6. Write your biography and paste your picture.  
*Escribe tu biografía y pega tu foto.*

____________________________

( ________________ )

My name's ___________________________.
I was born in ___________________ on
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
Lesson 20

Where did you go last weekend?

1. Answer the question.
   Contesta la pregunta.

a) What's the capital of the state of Morelos? __________________________

2. Read the information.
   Lee la información.

Last weekend Laura and her family went to Morelos. They visited Cuernavaca. They stayed at the Spring Hotel. On Saturday morning they visited the Cortes Palace and the Cathedral. Then, they took a tour in a bus to know different places. They ate traditional food and bought souvenirs. At night they went downtown and had dinner at the Cafecito Restaurant. On Sunday, they got up early and went to Tepoztlan. They walked up until the top of a hill named the Tepozteco. They spent an hour to get to the top. They enjoyed a wonderful view of the town. They thought Morelos has beautiful places to visit.

3. Match the columns.
   Relaciona las columnas.

______ What did Laura and her family do last weekend?
______ Where did they stay?
______ What did they visit on Saturday morning?
______ What did they buy?
______ Where did they have dinner?
______ How long did they spend to get to the top of the hill?

a) They visited the Cortes Palace.
b) They went to Morelos.
c) They spent one hour.
d) They stayed at Spring Hotel.
e) They had dinner at the Cafecito.
f) They bought souvenirs.
4. Read the sentences and write on the line the corresponding option.
Lee los enunciados y escribe sobre la línea la opción correspondiente.

a) What did you visit on vacation? I visited Veracruz.
b) Did you visit Veracruz on vacation? Yes, I did. / No, I didn’t.

A) These questions require a short answer. __________
B) These questions require a long answer. __________

Write

5. Read the text from exercise two again and answer the questions.
Lee el texto del ejercicio dos otra vez y contesta las preguntas.

a) Did Laura and her family visit Morelia? _______________________________
b) What place did they visit? _______________________________________
c) Did they eat Italian food? _________________________________________
d) What did they eat? _______________________________________________
e) Did Laura go to Morelos with Pablo? _________________________________
f) Who did Laura visit Cuernavaca with? _______________________________

6. Illustrate the text from exercise two as a story.
Ilustra el texto del ejercicio dos como una historia.

Last weekend Laura and her family visited the Cortes Palace and the Cathedral in Cuernavaca, Morelos.
Lesson 21

Who was the last Aztec emperor?

Read

1. Underline the corresponding option.
   Subraya la opción correspondiente.

A) In this subject you learn about historic events.
   a) Mathematics  b) History  c) Geography

2. Read the information.
   Lee la información.

Benito Juarez Garcia was born on March 21\textsuperscript{st}, 1806 in San Pablo Guelatao, Oaxaca. He was a Mexican politician and he became president of Mexico several times. The first one was in 1858 He is known as “El Benemérito de las Americas”. He is famous because of his phrase “Entre los individuos como entre las naciones, el respeto al derecho ajeno es la paz”.

He studied latin, philosophy and theology in the Seminario de Santa Cruz in 1824. Later he studied laws in the Instituto de Ciencias y Artes de Oaxaca. He died on July 18\textsuperscript{th}, 1872 in Mexico City.
3. Answer the questions.
   Contesta las preguntas.

   a) Who was Benito Juarez Garcia? ________________________________
   b) When was he born? ____________________________________________
   c) Where was he born? ___________________________________________
   d) Where did he study law? _________________________________________
   e) When did he die? _____________________________________________
   f) Write his most famous phrase. __________________________________

4. Answer the question.
   Contesta la pregunta.

   a) This word is used to know the identity of a person. ________________

5. Work in groups of four students and discuss about the next information.
   Trabaja en grupos de cuatro alumnos y discute acerca de la siguiente información.

   a) The father of the Mexican Independence.
   b) The last Aztec emperor.
   c) The conqueror of Mexico.
   d) The discoverer of America.
   e) The president of Mexico during the oil expropriation.
   f) The first man to walk on the moon.
   g) The writer of The Labyrinth of Solitude.
   h) The inventor of the telephone.
   i) The founder of Tenochtitlan.
6. Use the information from exercise five. Write questions with who and answer them.

Example:

Who was the father of the Mexican Independence?
It was Miguel Hidalgo y Costilla.

Who were the founders of Tenochtitlan?
They were the Aztecs.

a) ____________________________________________________________?
   ____________________________________________________________

b) ____________________________________________________________?
   ____________________________________________________________

c) ____________________________________________________________?
   ____________________________________________________________

d) ____________________________________________________________?
   ____________________________________________________________

e) ____________________________________________________________?
   ____________________________________________________________

f) ____________________________________________________________?
   ____________________________________________________________

g) ____________________________________________________________?
   ____________________________________________________________

Lesson 22

Tlaloc, the rain god

Read

1. Answer the question.  
   Contesta la pregunta.

a) Who was Tlaloc? ____________________________________________
2. Read and illustrate the information.

<table>
<thead>
<tr>
<th>Tlaloc, the rain god lived in a beautiful place at the top of a mountain.</th>
<th>There, Tlaloc had many clay pots full of water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make the rain, Tlaloc ordered the <em>tlaloques</em> to pour the water from the pots.</td>
<td>To make thunders the <em>tlaloques</em> broke the pots and people on earth heard them.</td>
</tr>
<tr>
<td>The broken pieces from the pots fell to the earth and people saw the lightning.</td>
<td>When Tlaloc was angry there was no rain on earth so people on earth worshipped him.</td>
</tr>
</tbody>
</table>
3. Write True or False.  
_Escribe True si el enunciado es verdadero o False si es falso._

a) Tlaloc was the rain god. __________________

b) The _tlaloques_ were his helpers. __________________

c) People didn’t worship Tlaloc. __________________

d) Tlaloc lived in the jungle. __________________

e) To make rain Tlaloc broke the pots. __________________

4. Choose and write the corresponding words to complete the sentence.  
_Elige y escribe las palabras correspondientes para completar el enunciado._

We use past tense to talk about __________________________________________

__________________________________________________________

5. Work in groups of four students and talk about a legend. Complete the information.  
_Trabaja en grupos de cuatro alumnos y hablen acerca de una leyenda. Completa la información._

a) Name of the legend: _____________________________________________

b) Where did the legend take place? __________________________________

c) Who were the main characters of the legend? _________________________
6. Now write the legend and illustrate it.

*Ahora escribe la leyenda e ilústrala.*
Lesson 23

Project: Making a book of tales. Part one

Discussing the topic
Discutiendo el tema
1. Work in teams of four students. Each team will discuss the topic and the title of a story or tale. Give ideas about the characters, the situations, the time, etc. Your story or tale can be funny tale, a romantic story, a horror story or a legend. Be creative. Something important is that your story or tale must be written in past time. Write your ideas in your notebook.

Reúnanse en equipos de cuatro alumnos. Cada equipo discutirá acerca del tema y el título de su historia o cuento. Den ideas acerca de los personajes, las situaciones, el tiempo, las ilustraciones, etcétera. Su historia o cuento puede ser divertido, romántico, de terror o una leyenda. Sean creativos. Algo importante es que su historia o cuento debe estar escrito en tiempo pasado. Escríban sus ideas en su cuaderno.

2. After you finish discussing and writing the ideas, express your teacher what you are going to present next class.

Después de que hayan terminado de discutir y escribir sus ideas, expresen a su maestro lo que van a presentar en la próxima clase.

Lesson 24

Project: Making a book of tales. Part two

Writing a draft
Escribiendo un borrador
1. Join to your teams. Write a draft of the story or tale. Remember that during this unit you had read some histories, tales or legends, use them as an example to write yours.

Únanse con sus equipos. Escribe un borrador de su historia o cuento. Recuerden que durante esta unidad han leído algunas historias, cuentos o leyendas, úsenlas como ejemplo para escribir la suya.

2. To write your story or tale you can use short sentences and think about the illustration for each scene. Write between ten or fifteen sentences or scenes.

Para su historia o cuento pueden escribir oraciones cortas y pensar en la ilustración para cada escena. Escríban entre diez o quince oraciones o escenas.
Example:

Sentence 1: Long time ago there was a beautiful princess who lived in a big castle.

Sentence 2: Every day she visited her grandmother in a big cottage in the forest.

Lesson 25

Project: Making a book of tales. Part three

Checking the story or tale
Revisando la historia o cuento

1. In this class your teacher will check your job and will mark the mistakes in order to correct them.
   
   Su maestro revisará su trabajo y señalará los errores para ser corregidos.

4. Work in teams to correct the mistakes and show again your job to your teacher. Now you have a good job
   
   Trabajen en equipo para corregir sus errores y muestren otra vez su trabajo a su maestro. Ahora tienen un buen trabajo.

For homework you will bring the material you will need to write and illustrate your story or tale (color sheets or white sheets of paper, the illustrations or pictures, a pencil, scissors, colors, a pen, etcétera.).

De tarea traerán el material necesario para escribir e ilustrar su historia o cuento (hojas de colores u hojas blancas, las ilustraciones o fotografías, un lápiz, tijeras, colores, una pluma, etcétera.).

Lesson 26

Project: Making a book of tales. Part four

Writing the story or tale
Escribiendo la historia o cuento

1. Work in teams to rewrite the story or tale using the material you brought to the class. Take care of the cleanliness of your job.
   
   Trabajen en equipo para reescribir su historia o cuento usando el material que trajeron para ello. Cuiden la limpieza de su trabajo.

2. Write the title of your story or tale and the first sentence; use a big and nice letter. After that, draw or stick the illustration. Do the same with all the sentences or scenes of your story or tale.
Escriban el título de su historia o cuento y la primera oración; usen una letra grande y bonita. Después, dibujen o peguen la ilustración. Hagan lo mismo con todas las oraciones o escenas de su historia o cuento.

3. Don’t forget to number each page of the story or tale and design the cover.
   No olviden enumerar cada página de la historia o cuento y diseñar la portada.

Example:

“The princess and the witch.”

Authors:
Benjamín Salazar Hernández.
Rosalía García Contreras.
Edgar Morales Huerta.
Mariana Sánchez Martínez.
4. When you write the end of the story or tale write “The end”.
   Cuando escriban el final de la historia o cuento escriban “The end”.

For homework you will bring copies of your story or tale for all the teams in your class. Also you will need a piece of card or cardboard to make the covers of the book of tales, some felt pens, illustrations, a stapler or a big clip.

De tarea traerán copias de su historia o cuento para cada equipo en tu clase. También necesitarás un pliego de cartulina o cartón para hacer las pastas del libro de cuentos, algunos marcadores, ilustraciones, una engrapadora o un broche grande.
Example:

The prince and the princess bought a new castle in the middle of the forest and they were happy forever.

Lesson 27

Project: Making a book of tales. Part five

Exchanging the jobs
Intercambiando los trabajos

1. Each team will bring copies of its story or tale for the other teams.
   Cada equipo traerá copias de su historia o cuento para los otros equipos.

2. Give your story or tale to each team.
   Den su historia o cuento a cada equipo.

3. Your team will receive stories or tales from the other teams. For example, if there are six teams you will have six different stories or tales.
Su equipo recibirá otras historias o cuentos de los otros equipos. Por ejemplo, si hay seis equipos ustedes tendrán seis diferentes historias o cuentos.

4. Get in teams and read the other stories or tales.
Reúnanse en equipo y lean las otras historias o cuentos.

Lesson 28

Project: Making a book of tales. Part six

Making the book of tales

1. Now, design the cover of the book of tales. Use the card or the cardboard.
Ahora diseñen la portada del libro de cuentos. Use la cartulina o el cartón

2. On the cover write the name of your school, the name of your book, your grade and group and your teacher’s name. You can put an illustration.
En la portada escriban el nombre de su escuela, el nombre de su libro, su grado y grupo y el nombre de su maestro. Pueden pegar una ilustración.

3. Use the stapler or the clip to join all the stories with the cover and the other cover at the end of the book. Also you can fasten your book.
Usa la engrapadora o el broche para unir todas las historias con la portada y la cubierta del final del libro. También pueden engargolar su libro.

4. You can exchange your books with other groups. Also you can put them in the library of your school or in your classroom.
Pueden intercambiar sus libros con otros grupos. También pueden colocarlos en la biblioteca de su escuela o en la de su salón de clases.

Example:

Telesecundaria
Benito Juárez

“Amazing tales”

2nd Grade
Group B

Teacher: _______________
Lesson 29

Review. Part one

1. Read the information about Jorge.
   Lee la información acerca de Jorge.

Last week I went to Acapulco with my family. We stayed at the Ocean Hotel. On Sunday we swam in the beach and admired a beautiful sunset. We ate sea food in a nice restaurant and we drank coconut water. We went dancing to a Nightclub and we had a lot of fun. On Saturday we visited “La quebrada” and bought many souvenirs for our relatives and friends.

2. Underline the verbs in past in the text.
   Subraya los verbos en pasado en el texto.

3. Classify the verbs that you underlined on the text.
   Clasifica los verbos que subrayaste en el texto.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Answer the questions.
   Contesta las preguntas.

a) Where did Jorge and his family go last week? __________________________
b) Where did they stay? _____________________________________________
c) What did they do on Sunday? _______________________________________
   ___________________________________________________________________
d) What did they do on Saturday? ________________________________________
   ___________________________________________________________________
e) Did they buy souvenirs? ____________________________________________
f) Did they eat Chinese food? _________________________________________
g) Did you go to Acapulco last weekend? ________________________________
h) What did you do last weekend?______________________________________
   ___________________________________________________________________
5. Complete the chart.
Completa el cuadro.

<table>
<thead>
<tr>
<th>Verb in Spanish</th>
<th>Verb in English</th>
<th>Verb in past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>aplaudir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abrazar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cocinar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>caminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dormir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>estudiar</td>
<td></td>
<td></td>
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<tr>
<td>gritar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lavar</td>
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<td></td>
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<tr>
<td>morir</td>
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<tr>
<td>nadar</td>
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<td></td>
</tr>
<tr>
<td>necesitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pensar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sonar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vivir</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Write the next expressions in Spanish.
Escribe las siguientes expresiones en español.

Yesterday _________________________
Last week _________________________
Last year _________________________
Last month _________________________
Two years ago _________________________

7. Join with a line the verb in present tense with its past form. Don’t cross the lines.
Une con una línea el verbo en tiempo presente con su tiempo pasado. No cruces las líneas.

read          sang
slept         wrote
do            sang
sing          listen
sleep         read
write         swim
read          listened
Lesson 30

Review. Part two

1. Answer the questions.
   Contesta las preguntas.

   a) Could you ride a bike when you were five? __________________________
   b) Could you run fast when you were eleven? __________________________
   c) What could you do when you were six? _____________________________
   d) What did you do last Saturday? ___________________________________
   e) What did you eat yesterday? _____________________________________
   f) Where did you go last summer? ___________________________________
   g) Did you have a math exam this week? _____________________________
   h) Did you take a shower this morning? _______________________________
   i) Did your mother cook dinner last night? ___________________________
   j) Did your father buy a new car? __________________________________

2. Answer the questions.
   Contesta las preguntas.

   a) Who was the father of the Mexican Independence? _________________
   b) Who was the conqueror of Mexico? ________________________________
   c) Who wrote Pedro Paramo? ______________________________________
   d) Who was the last Aztec emperor? _________________________________
   e) Who were the founders of Tenochtitlan? __________________________
   f) Who was Tlaloc? ______________________________________________
   g) Who wrote Romeo and Juliet? __________________________________

3. Read the information and answer the questions.
   Lee la información y contesta las preguntas.

   Luis Pasteur was born in Dole, France, on December 27th, 1822. He discovered that germs and microbes cause diseases. He established methods of sterilization. He was the first person to develop and use vaccines that helped animals and people. He developed “pasteurization”. This is a technique that killed the microbes that contaminated food products by heat or radiation but did not destroy the nutrients. He was an extraordinary and talented scientist. He died at the age of 73.

   a) Who was Luis Pasteur? _________________________________________
   b) When was he born? ____________________________________________
   c) Where was he born? __________________________________________
   d) What did he discover? _________________________________________
   e) What did he develop? _________________________________________
   f) What pasteurization is? ________________________________________
4. Write what you did last week.
   *Escribe lo que hiciste la semana pasada.*

On Monday ___________________________________________________
On Tuesday ____________________________________________________
On Wednesday _________________________________________________
On Thursday ___________________________________________________
On Friday _____________________________________________________
On Saturday ___________________________________________________
On Sunday _____________________________________________________

5. Write the next sentences in negative form.
   *Escribe los siguientes enunciados en su forma negativa.*

Example:

Mariana visited her grandmother yesterday.
*Mariana didn't visit her grandmother yesterday.*

a) I studied for the math exam.

b) Jorge washed his tennis shoes last Sunday.

c) Mario and Susana went to the movies last Saturday.

d) My mother bought a new dress.

e) My family and I went to Veracruz.

6. Write what you did yesterday and write the times, too.
   *Escribe lo que hiciste ayer y escribe también la hora.*

<table>
<thead>
<tr>
<th>Yesterday</th>
<th>Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Order your information. Use the words from the chart.
   *Ordena tu información. Usa las palabras del cuadro.*
a) First, at _____________________________________________________

b) ____________________________________________________________

c) ____________________________________________________________

d) ____________________________________________________________

Next there is a list of verbs that can help you in this unit.

_A continuación hay una lista de verbos que te pueden ayudar en esta unidad._

List of verbs

(I) Irregular verbs

<table>
<thead>
<tr>
<th>Verb in English</th>
<th>Meaning</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer ®</td>
<td>Contestar</td>
<td>Answered</td>
</tr>
<tr>
<td>Ask ®</td>
<td>Preguntar</td>
<td>Asked</td>
</tr>
<tr>
<td>Avoid ®</td>
<td>Evitar</td>
<td>Avoided</td>
</tr>
<tr>
<td>Be (am, is are) (I)</td>
<td>Ser, estar</td>
<td>Was, were</td>
</tr>
<tr>
<td>Become (I)</td>
<td>Convenirse</td>
<td>Became</td>
</tr>
<tr>
<td>Believe ®</td>
<td>Creer</td>
<td>Believed</td>
</tr>
<tr>
<td>Bring (I)</td>
<td>Traer</td>
<td>Brought</td>
</tr>
<tr>
<td>Build (I)</td>
<td>Construir</td>
<td>Built</td>
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Lesson 6
Mini Check
Page/página 322
1. b
c
d
a
Page/página 323
3. a) Yes, he could.
b) No, he couldn't.
c) Yes, she could.
d) No, he couldn't.
e) He could read very well.

Lesson 18
Mini Check
Page/página 352
1. c) He was a painter.

Page/página 353
3. Name: Diego Rivera
Date of birth: December 8th, 1866.
Place of birth: Guanajuato
Date of died: November 25th, 1957
Studied at: San Carlos Academy
Painted: the famous murals in the National Palace
Traveled to: Europe
Last wife: Frida Kahlo
Lesson 29
Review

Page/página 372

2.
Last week I went to Acapulco with my family. We stayed at the Ocean Hotel. On Sunday we swam in the beach and admired a beautiful sunset. We ate sea food in a nice restaurant and we drank coconut water. We went dancing to a Nightclub and we had a lot of fun. On Saturday we visited “La quebrada” and bought many souvenirs for our relatives and friends.

Page/página 372

3.

<table>
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<td>bought</td>
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<tr>
<td></td>
<td>had</td>
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</tbody>
</table>

Page/Página 372

4.
a) They went to Acapulco.
b) They stayed at the Ocean Hotel.
c) They swam in the beach, admired the sunset, ate sea food and drank coconut water.
d) They visited “La quebrada” and bought souvenirs.
e) Yes, they did.
f) No, they didn’t.
Page/página 373

5.

<table>
<thead>
<tr>
<th>Verb in Spanish</th>
<th>Verb in English</th>
<th>Verb in past tense</th>
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<td>aplaudir</td>
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<tr>
<td>vivir</td>
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6.

Yesterday  Ayer
Last week  La semana pasada
Last year  El año pasado
Last month  El mes pasado
Two years ago  Hace dos años

Lesson 30
Review. Part two

Page/Página 374

2.

a) Miguel Hidalgo was.
b) Hernan Cortes was.
c) Juan Rulfo.
d) Cuahutemoc was.
e) The Aztecs were.
f) The rain god.
g) William Shakespeare.

Pages/Páginas 374-375

3.

a) He was an extraordinary and talented scientist.
b) He was born on December 27th, 1822.
c) He was born in Dole, France.
d) He discovered that germs and microbes cause diseases.
e) He developed “pasteurización”
f) It is a technique that killed the microbes that contaminated food products.
g) He died at the age of 73.
Page/Página 375
5.
a) I didn’t study for the math exam.
b) Jorge didn’t wash his tennis shoes last Sunday.
c) Mario and Susana didn’t go to the movies last Saturday.
d) My mother didn’t buy a new dress.
e) My family and I didn’t go to Veracruz.
### Materiales de apoyo

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<td>Puedes consultar tu diccionario y la lista de verbos incluida.</td>
<td>• Programa enciclopedia para telessecundaria.</td>
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### Bibliografía

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