Lengua Adicional al Español II

Segundo semestre

La Patria (1962),
Jorge González Camarena.

Esta obra ilustró la portada de los primeros libros de texto. Hoy la reproducimos aquí para mostrarte lo que entonces era una aspiración: que estos libros estuvieran entre los legados que la Patria deja a sus hijos.

Estimada, estimado estudiante del Telebachillerato Comunitario, este libro fue elaborado pensando en ti, forma parte de una colección que incluye todas las asignaturas del plan y los programas de estudio.

En su elaboración participaron profesionales y especialistas en distintas disciplinas, quienes tomaron en cuenta tus necesidades e inquietudes. En estos libros hallarás contenidos y actividades que contribuirán a que logres un mejor desempeño ahora que cursas la Educación Media Superior.

Tenemos la certeza de que con los materiales didácticos del Telebachillerato Comunitario, con el apoyo de tus maestras, maestros y con tu propio esfuerzo, tendrás un mejor aprovechamiento escolar y contribuirás al bienestar de tu comunidad y de México.

Te deseamos éxito en esta importante etapa de tu formación.

Distribución gratuita, prohibida su venta

Lengua Adicional al Español II

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Telebachillerato Comunitario Segundo Semestre

Lengua Adicional al Español II

Secretaría de Educación Pública
Aurelio Nuño Mayer

Subsecretaría de Educación Media Superior
Rodolfo Tuirán Gutiérrez

Dirección General del Bachillerato
Carlos Santos Ancira

Autores
Patricia González Pérez
María del Carmen Verónica Uriarte Zambrano

Asesoría académica
Patricia Guadalupe Trujillo Villafañe
Francisco Romualdo Rosillo Segura

Asesoría técnico-pedagógica
Subdirección Académica de Modalidades
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Saúl Ríos Bernáldez

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Prefacio

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

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

Te deseamos el mayor de los éxitos en esta importante etapa de tu formación: el bachillerato.

Tabla de contenido

Lengua Adicional al Español II

Presentación general 7

¿Cómo está estructurado este libro? 9

¿Cuál es el propósito de esta asignatura? 14

¿Cómo organizarás tu estudio? 15

Block I. Comparing people, objects and places

1. Physical, ethnical, cultural and mood characteristics 29

2. Adjectives, positive, comparative and superlative 34

3. “As ... as”, “Not as ... as” 40

4. Comparing places 43

Block II. Relating important moments of the past

1. Verb To Be - Past tense 64

2. Regular and irregular verbs 68

3. Time expressions in past tense 75

Block III. Following instructions and understanding rules

1. Imperatives 96

2. Understand regulations 102

3. Modal verbs 106

Tabla de contenido

Block IV. Making plans for the future

1. Future plans - Be going to 130
2. Auxiliary will - Predictions 137

Glossary 156

Appendix 157

References 171

Presentación general

El conocimiento de una lengua extranjera, en este caso el inglés, es más útil de lo que en ocasiones se reconoce. Distintas situaciones, como la migración de los pueblos, el contacto entre diferentes culturas originarias de un mismo país o de países fronterizos han originado la necesidad de comunicarse en una lengua distinta a la propia.

Actualmente, la interacción entre países en el ámbito político, económico y cultural, así como la circulación de información, ha generado la necesidad de manejar dos lenguas o más. México no es ajeno a esta situación aunque en ocasiones se tenga la imagen de que es un país monolingüe.

Existen varios procesos para desarrollar el manejo de otra lengua. Una primera manera de adquirir el lenguaje se refiere a un proceso inconsciente en el que la necesidad de la comunicación y la exposición constante a una lengua determinada permite que una persona logre comunicarse en esa lengua; así sucede con personas que emigran a otro país y adquieren el idioma de manera similar a como lo hicieron con su lengua materna. El aprendizaje, por su parte, se refiere al estudio consciente de la lengua meta, generalmente con menor tiempo de exposición a ella y en ambientes formales, como la escuela. Éste seguramente es tu caso.

La propuesta de este libro es la enseñanza de la lengua basada en un enfoque comunicativo que tiene como objetivo desarrollar las competencias de comunicación, entendidas como la capacidad de saber *qué decir, a quién y cómo decirlo* de manera apropiada en cualquier situación dada. Es importante resaltar que este libro te permitirá integrar aprendizajes de distintas áreas, así como desarrollar tus competencias comunicativas para aplicarlas en tu vida diaria y en tu contexto de manera vivencial.

La asignatura **Lengua Adicional al Español II** se ubica en el segundo semestre del plan de estudio de nivel educativo de bachillerato general que ha establecido la Secretaría de Educación Pública (SEP) y tiene como antecedente la asignatura Lengua Adicional al Español I y la asignatura de Lengua Adicional al Español III y IV de la educación básica (Secundaria). A la vez, es previa a Lengua Adicional al Español III y IV. En esta asignatura se promueve además la vinculación con las otras asignaturas del mismo periodo: Taller de Lectura y Redacción II e Informática II. Finalmente, te servirá como valiosa herramienta de comunicación en tu contexto escolar de manera general.

¿Qué es una *competencia*?

En el contexto educativo una competencia se define como “la integración de habilidades, conocimientos y actitudes en un contexto específico” (Acuerdo 442, Secretaría de Educación Pública, 2008).

En el bachillerato general se busca consolidar y diversificar los aprendizajes y desempeños, ampliando y profundizando el desarrollo de competencias relacionadas con el campo disciplinar de la Comunicación que promueve la asignatura **Lengua Adicional al Español II**. Por ello se buscará el desarrollo de las 11 competencias genéricas y se pondrá énfasis particular en las que a continuación se resaltan:

1. Se conoce y valora a sí mismo y aborda problemas y retos teniendo en cuenta los objetivos que persigue.
2. Es sensible al arte y participa en la apreciación e interpretación de sus expresiones en distintos géneros.
3. Elige y practica estilos de vida saludables.
4. **Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados.**
5. Desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos
6. Sustenta una postura personal sobre temas de interés y relevancia general, considerando otros puntos de vista de manera crítica y reflexiva.
7. Aprende por iniciativa e interés propio a lo largo de la vida.
8. **Participa y colabora de manera efectiva en equipos diversos.**
9. Participa con una conciencia cívica y ética en la vida de su comunidad, región, México y el mundo.
10. **Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.**
11. Contribuye al desarrollo sustentable de manera crítica, con acciones responsables.

Las **competencias disciplinares básicas** se enunciarán al principio de cada bloque.

¿Cómo está estructurado este libro?

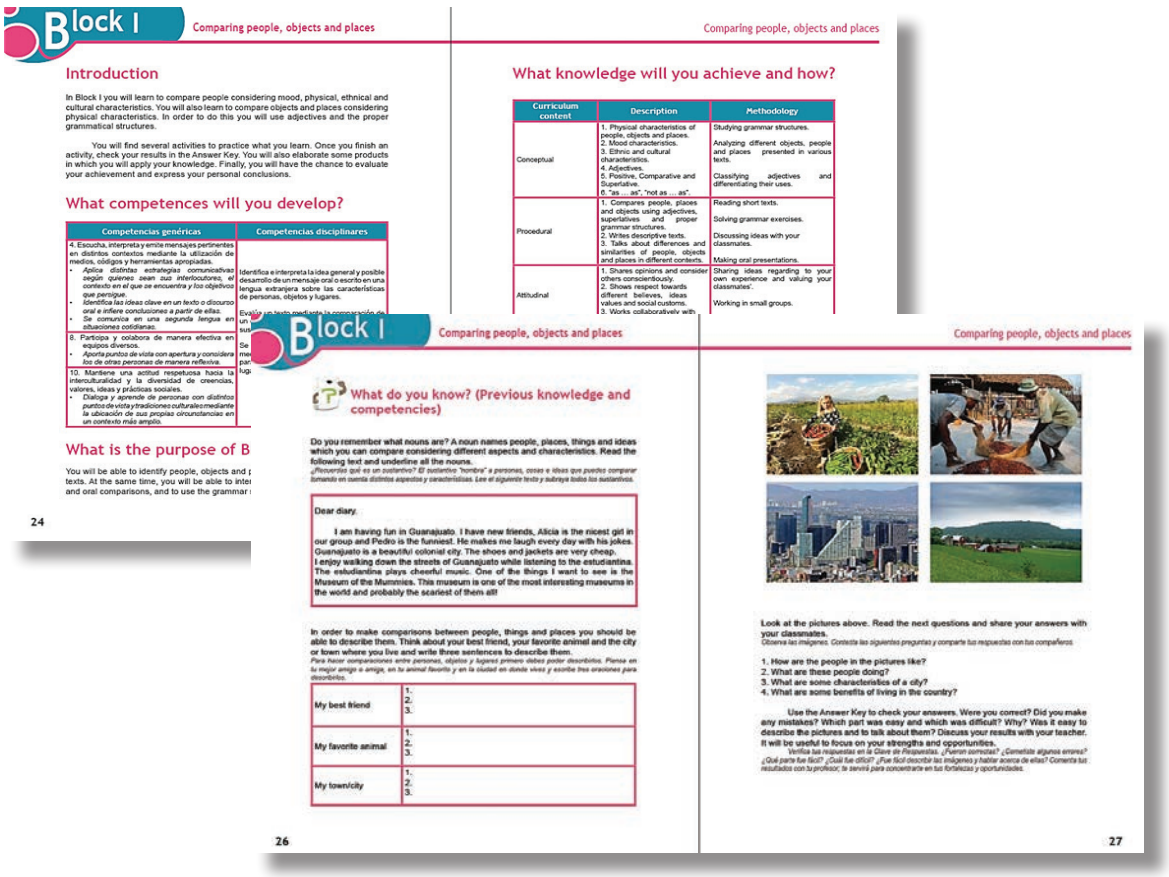
Inicio del bloque

Cada bloque comienza con el título del mismo y una breve introducción en donde indica qué es lo que trata y cómo vas a trabajar.

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

Asimismo, se presenta el propósito del bloque, es decir, las metas y la finalidad del mismo.

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

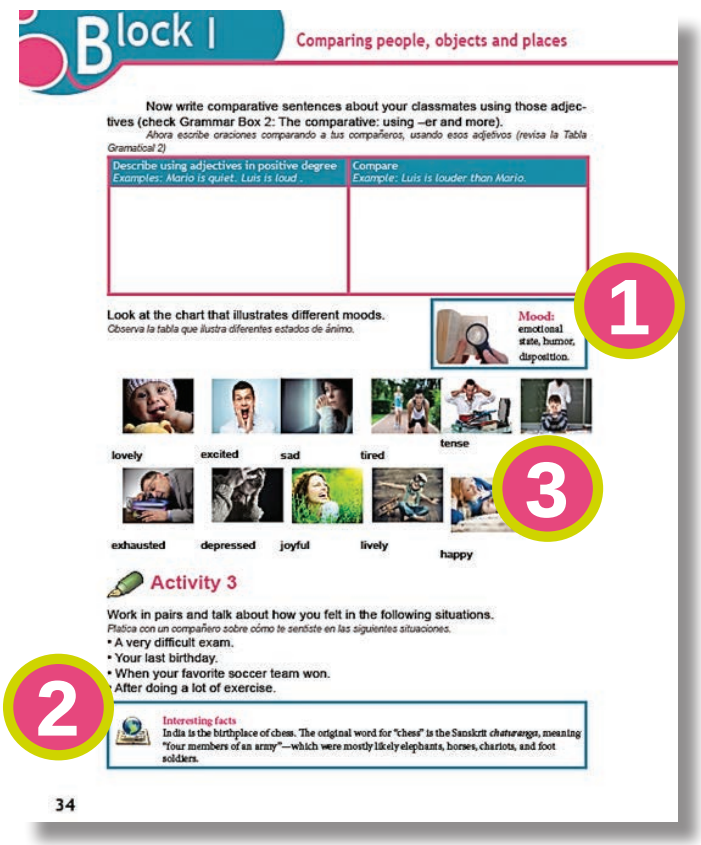


¿Cómo está estructurado este libro?

Desarrollo del bloque

Aquí se encuentra el contenido general y disciplinar para acercarte activamente al uso del inglés como lengua adicional. Los temas que se presentan están basados en situaciones reales y vinculadas a tu contexto.

A lo largo del bloque se intercalan estrategias de aprendizaje y evaluación, tales como revisión de tablas gramaticales, resolución de ejercicios, análisis e interpretación de textos, interpretación de roles, reflexión personal, elaboración de conclusiones, discusión en grupo, trabajo en equipo, presentaciones orales, entre otras. Seguramente aprenderás nuevas palabras que te ayudarán a ampliar tu vocabulario. Anota su significado en el Glosario que encontrarás al final del bloque. También contarás con algunos apoyos para reforzar tu aprendizaje, como:


Block I

Comparing people, objects and places

Now write comparative sentences about your classmates using those adjectives (check Grammar Box 2: The comparative: using –er and more).

Ahora escribe oraciones comparando a tus compañeros, usando esos adjetivos (revisa la Tabla Gramatical 2)

Describe using adjectives in positive degree *Examples: Mario is quiet. Luis is loud .*	Compare *Example: Luis is louder than Mario.*

Look at the chart that illustrates different moods.

Observa la tabla que ilustra diferentes estados de ánimo.

Mood: emotional state, humor, disposition.

1

lovely excited sad tired tense

3

exhausted depressed joyful lively happy

Activity 3

Work in pairs and talk about how you felt in the following situations.

Platica con un compañero sobre cómo te sentiste en las siguientes situaciones.

- A very difficult exam.
- Your last birthday.
- When your favorite soccer team won.
- After doing a lot of exercise.

2

Interesting facts

India is the birthplace of chess. The original word for "chess" is the Sanskrit *chaturanga*, meaning "four members of an army"—which were mostly likely elephants, horses, chariots, and foot soldiers.

34

1. **Glosario**, donde se incluye el significado de algunas palabras y expresiones que pueden ser nuevas para ti.

2. **Datos interesantes**, que apoyan la comprensión de los temas.

3. **Imágenes**, para visualizar y mejorar el uso del vocabulario en situaciones concretas, y como apoyo a las actividades.

4. **Tips**, para el uso de expresiones cotidianas y ciertas reglas gramaticales, precisión de vocabulario y recordatorios.

5. **Retos divertidos**, como estímulo y desafío a tus habilidades.

6. **Notas,** para aclarar o precisar algún contenido.

Comparing people, objects and places

In the following box there is some vocabulary about the most common physical, ethnical and cultural characteristics.

Grammar Box 3
Degrees of comparison

The comparative (-er/more) compares two people, things or places.
The superlative (-est/most) compares three or more people, things or places.

	Positive adjective	Comparative	Superlative
Adjectives with one syllable	old big	older (than) bigger (than)	The oldest (of all) The biggest (of all)
Adjectives that end in –y	pretty easy	prettier (than) easier (than)	The prettiest (of all) The easiest (of all)
Adjectives with two or more syllables	expensive important	more expensive (than) more important (than)	The most expensive (of all) The most important (of all)
Irregular forms	good bad far	better (than) worse (than) farther/further (than)	The best (of all) The worst (of all) The farthest/furthest (of all)

Practice what you are learning

6

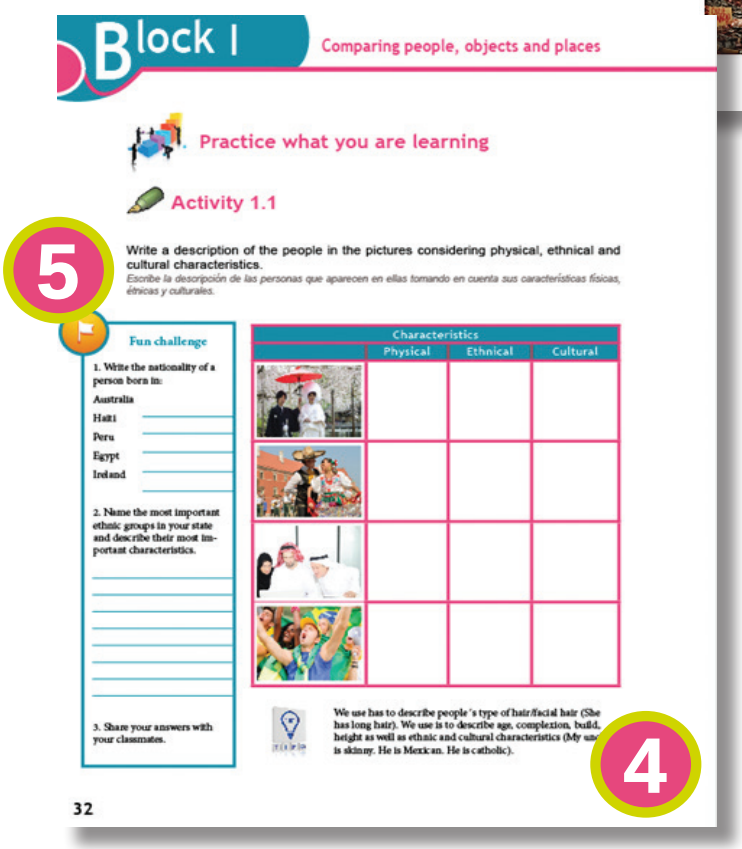
Activity 5

Look at the pictures and discuss with your classmates the following questions.
Observa las fotografías y comenta con tus compañeros las siguientes preguntas.

1. What do you see?
2. What are people doing?

Note: superlatives can also be used to compare people and places.

37



Block I — Comparing people, objects and places

Practice what you are learning

Activity 1.1

5

Write a description of the people in the pictures considering physical, ethnical and cultural characteristics.
Escribe la descripción de las personas que aparecen en ellas tomando en cuenta sus características físicas, étnicas y culturales.

Fun challenge

1. Write the nationality of a person born in:
Australia
Haiti
Peru
Egypt
Ireland

2. Name the most important ethnic groups in your state and describe their most important characteristics.

3. Share your answers with your classmates.

Characteristics	Physical	Ethnical	Cultural

We use has to describe people's type of hair/facial hair (She has long hair). We use is to describe age, complexion, build, height as well as ethnic and cultural characteristics (My un... is skinny. He is Mexican. He is catholic).

4

32

Simbología que facilitará tu proceso de aprendizaje

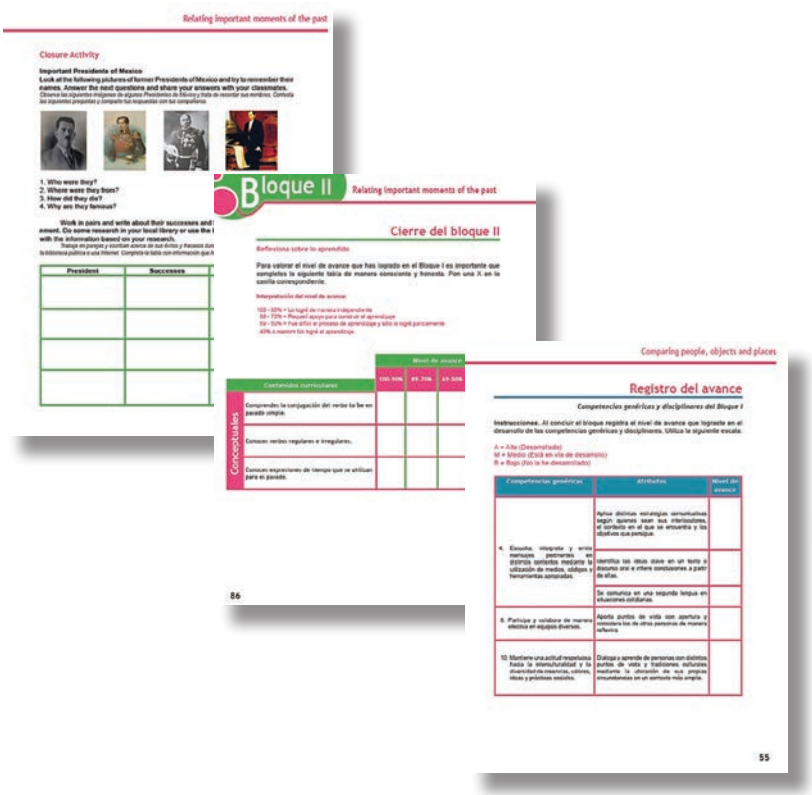
Diseño instruccional	
	What do you know? (Previous knowledge and competencies)
	Learn more
	Practice what you are learning
	Activity
	Apply what you have learned
	Think about what you have learned

Apoyos para reforzar el aprendizaje	
	Glossary
	Tips
	Interesting facts
	Note
	Fun challenge

Cierre del bloque

Al terminar cada bloque, se presenta la evaluación final en forma de una actividad integradora de las cuatro habilidades comunicativas (comprensión auditiva y de lectura, producción oral y escrita) donde vas a aplicar tus aprendizajes y poner en juego tus competencias. También, hallarás una rúbrica para que evalúes la actividad integradora y un formato para que hagas una autoevaluación de tu nivel de avance en el aprendizaje de los contenidos.

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



Los contenidos y las actividades se presentan de una manera atractiva y práctica. Aprovecha todas las actividades, contenidos y recursos, éstos te permitirán usar el Inglés cada vez mejor. Aprovecha a tu profesor y a tus compañeros, acércate a ellos, resuelvan dudas y aprendan juntos; date la oportunidad de compartir con ellos este viaje.

¿Cuál es el propósito de esta asignatura?

Al cursar la asignatura **Lengua Adicional al Español II,** desarrollarás las cuatro habilidades comunicativas de la lengua: comprensión auditiva y de lectura, producción oral y escrita. Tal como comenta Anahí Mastache[1], "Las competencias van más allá de las habilidades básicas o saber hacer, ya que implica saber actuar y reaccionar; es decir, que los estudiantes sepan qué hacer y cuándo".

Por lo tanto, será muy importante que establezcas un vínculo entre el conocimiento que adquieres y la aplicación en tu vida cotidiana. Además, al aprender otra lengua fortalecerás tu identidad cultural y aprenderás a respetar la diversidad de creencias, valores, ideas y prácticas sociales en este mundo globalizado con un enfoque intercultural.

[1] Mastache, A. *et. al.* (2007). *Formar personas competentes. Desarrollo de competencias tecnológicas y psicosociales*. Buenos Aires/México: Ed. Novedades Educativas.

¿Cómo organizarás tu estudio?

Bloque I

Tiempo

Contenidos curriculares que se abordan

1. Características físicas de personas, objetos y lugares
2. Características de temperamento
3. Características étnicas y culturales
4. Adjetivos
5. Comparativo y superlativo
6. Igualdad

Competencias disciplinares que se desarrollan

- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
- Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

Recomendaciones para el aprendizaje (Actividades)

En cada bloque se presenta una serie de actividades independientes y otras de trabajo colaborativo para aplicar el aprendizaje.
Después de una serie de actividades vinculadas se pide una evidencia del aprendizaje.

Evaluación del aprendizaje

- **Evaluación diagnóstica:** al inicio del bloque para identificar conocimientos previos y el nivel de competencias.
- **Evaluación formativa:** con base en las actividades propuestas.
- **Evaluación sumativa:** actividad integradora al final del bloque, autoevaluación sobre el aprendizaje de los contenidos y registro del nivel de logro de las competencias.

Bloque II

Tiempo 12 horas

Contenidos curriculares que se abordan

1. Actividades de esparcimiento, escolares y deportivas
2. Pasado simple verbo To Be
3. Verbos regulares e irregulares
4. Expresiones de tiempo para el pasado

Competencias disciplinares que se desarrollan

- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
- Se comunica en una lengua extranjera mediante un discurso lógico oral o escrito para describir lo que se hizo en el pasado.”. Debe decir: ““Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

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- **Evaluación sumativa:** actividad integradora al final del bloque, autoevaluación sobre el aprendizaje de los contenidos y registro del nivel de logro de las competencias.

Bloque III

Tiempo

Contenidos curriculares que se abordan

1. Actividades de esparcimiento.
2. Actividades escolares.
3. Actividades en lugares públicos.
4. Actividades en centros de trabajo.
5. Imperativos.
6. Verbos modales (should, shouldn´t, must, mustn´t, can, can´t, have to, don´t have to, may).

Competencias disciplinares que se desarrollan

- Evalúa un texto mediante la comparación de un contenido con el de otro, en función de sus conocimientos previos y nuevos.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

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- **Evaluación formativa:** con base en las actividades propuestas.
- **Evaluación sumativa:** actividad integradora al final del bloque, autoevaluación sobre el aprendizaje de los contenidos y registro del nivel de logro de las competencias.

Bloque IV

Tiempo

Contenidos curriculares que se abordan

1. Planes a futuro
2. Be going to
3. Expresiones de tiempo en el futuro
4. Auxiliar will
5. Predicciones

Competencias disciplinares que se desarrollan

- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Recomendaciones para el aprendizaje (Actividades)

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Block I

Comparing people, objects and places

Block I

Comparing people, objects and places

Introduction

In block I you will learn to compare people considering mood, physical, ethnical and cultural characteristics. You will also learn to compare objects and places considering physical characteristics. In order to do this you will use adjectives and the proper grammatical structures.

You will find several activities to practice what you learn. Once you finish an activity, check your results in the Answer Key. You will also elaborate some products in which you will apply your knowledge. Finally, you will have the chance to evaluate your achievement and express your personal conclusions.

What competences will you develop?

Competencias genéricas	Competencias disciplinares
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas. • *Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.* • *Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.* • *Se comunica en una segunda lengua en situaciones cotidianas.*	Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural. Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
8. Participa y colabora de manera efectiva en equipos diversos. • *Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.*	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales. • *Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.*	

What is the purpose of Block I?

You will be able to identify people, objects and places as well as cultural aspects in texts. At the same time, you will be able to interchange information through written and oral comparisons, and to use the grammar structures correctly.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Physical characteristics of people, objects and places. 2. Mood characteristics. 3. Ethnic and cultural characteristics. 4. Adjectives. 5. Positive, Comparative and Superlative. 6. “as … as”, “not as … as”.	Studying grammar structures. Analyzing different objects, people and places presented in various texts. Classifying adjectives and differentiating their uses.
Procedural	• Compares people, places and objects using adjectives, superlatives and proper grammar structures. • Writes descriptive texts. • Talks about differences and similarities of people, objects and places in different contexts.	Reading short texts. Solving grammar exercises. Discussing ideas with your classmates. Making oral presentations.
Attitudinal	• Shares opinions and consider others conscientiously. • Shows respect towards different believes, ideas, values and social customs. • Works collaboratively with others.	Sharing ideas regarding to your own experience and valuing your classmates’. Working in small groups.

How much time will you need?

You will be able to complete block I in 12 hours, including the block revision, activities, products and self-evaluation.

Learning evidences

In block I you will complete the following products that will allow you to see the development of your competencies:

- Descriptive paragraph about your classmates.
- Comparative sentences using superlatives.
- Descriptive paragraph about clothes.
- Descriptive paragraph about places.
- Touristic brochure.

What do you know? (Previous knowledge and competencies)

Do you remember what nouns are? A noun names people, places, things and ideas which you can compare considering different aspects and characteristics. Read the following text and underline all the nouns.

¿Recuerdas qué es un sustantivo? El sustantivo "nombra" a personas, cosas e ideas que puedes comparar tomando en cuenta distintos aspectos y características. Lee el siguiente texto y subraya todos los sustantivos.

Dear diary.

I am having fun in Guanajuato. I have new friends, Alicia is the nicest girl in our group and Pedro is the funniest. He makes me laugh every day with his jokes.
Guanajuato is a beautiful colonial city. The shoes and jackets are very cheap.
I enjoy walking down the streets of Guanajuato while listening to the estudiantina. The estudiantina plays cheerful music. One of the things I want to see is the Museum of the Mummies. This museum is one of the most interesting museums in the world and probably the scariest of them all!

Check your answers in the Answer Key.

Comprueba tus respuestas en la Clave de Respuestas.

In order to make comparisons between people, things and places you should be able to describe them. Think about your best friend, your favorite animal and the city or town where you live and write three sentences to describe them.

Para hacer comparaciones entre personas, objetos y lugares primero debes poder describirlos. Piensa en tu mejor amigo o amiga, en tu animal favorito y en la ciudad en donde vives y escribe tres oraciones para describirlos.

My best friend	1. 2. 3.
My favorite animal	1. 2. 3.
My town/city	1. 2. 3.

Look at the pictures above. Read the next questions and share your answers with your classmates.

Observa las imágenes. Lee las siguientes preguntas y comparte tus respuestas con tus compañeros.

1. How are the people in the pictures like?
2. What are these people doing?
3. What are some characteristics of a city?
4. What are some benefits of living in the country?

Were you correct? Did you make any mistakes? Which part was easy and which was difficult? Why? Was it easy to describe the pictures and to talk about them? Discuss your results with your teacher. It will be useful to focus on your strengths and opportunities.

¿Fueron correctas? ¿Cometiste algunos errores? ¿Qué parte fue fácil? ¿Cuál fue difícil? ¿Fue fácil describir las imágenes y hablar acerca de ellas? Comenta tus resultados con tu profesor; te servirá para concentrarte en tus fortalezas y oportunidades.

Block I

Comparing people, objects and places

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

También es importante que identifiques cómo es tu desempeño actual en las competencias que desarrollarás en el bloque I. Para ello, contesta las siguientes preguntas marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Aplicas distintas estrategias comunicativas según quienes sean tus interlocutores, el contexto en el que te encuentras y los objetivos que persigues?			
¿Identificas las ideas clave en un texto o discurso oral e infieres conclusiones a partir de ellas?			
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Aportas puntos de vista con apertura y consideras los de otras personas de manera reflexiva?			
¿Dialogas y aprendes de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de tus propias circunstancias en un contexto más amplio?			

If you answered most of them with “always” then your level of proficiency is high. If you answered most of them with “sometimes” or “never” then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron “siempre” significa que tu desempeño actual es alto; si la mayoría fueron “a veces” o “nunca” significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Let’s begin

Adjectives are words used to describe people, objects and places. Adjectives go before the noun. Adjectives can express a degree of comparison: positive, comparative or superlative. A degree of comparison is used to give emphasis to something. In the next chart you can see examples of the three degrees of the adjectives.

Positive	Comparative	Superlative
Rich Maria is rich.	• Richer • Maria is richer than Leticia.	Richest Maria is the richest person in the city.

In Grammar Box 1 you will find information about adjectives.

Grammar Box 1

Adjectives

I don´t like **cold** weather. Alejandro is a **happy** child. The **young** woman eats a **fresh** apple.	An adjective describes a noun. It modifies nouns. Adjectives give a different meaning to nouns.
The weather is **cold.**	**Reminder**. An adjective can also follow **be**; the adjective describes the subject of the sentence.

Common Adjectives

Feelings and moods		Appearance	Places
amused - divertido calm - tranquilo cheerful - alegre confident - confiado content - contento, satisfecho eager - deseoso satisfied - satisfecho enthusiastic - entusiasmado inspired - inspirado elated - regocijado energetic - activo, dinámico pleased - encantado excited - excitado grateful - agradecido happy - feliz thrilled - emocionado hopeful - optimista	afraid - con miedo, asustado angry - enfadado annoyed - disgustado ashamed - avergonzado bored - aburrido confused - confundido depressed - deprimido lonely - solo y triste upset - molesto sad - triste tired - cansado disappointed - decepcionado distressed - angustiado embarrassed - avergonzado frustrated - frustrado jealous - celoso, envidioso worried - preocupado	beautiful - lindo ugly - feo clean - limpio dirty - sucio full - lleno empty - vacío simple - simple complex - complejo difficult - difícil easy - fácil safe - seguro dangerous - peligroso strong - fuerte weak - débil different - diferente neat - limpio, ordenado messy - desordenado rich - rico poor - pobre old - viejo new - nuevo	modern - moderno ancient - antiguo large - grande small - pequeño interesting - interesante boring - aburrido exciting - emocionante beautiful - lindo/bonito ugly - feo expensive - caro cheap - barato polluted - contaminado clean - limpio noisy - ruidoso quiet - silencioso calm - tranquilo crowded - lleno de gente busy - atareado pleasant - agradable unpleasant - desagradable warm - cálido cool - fresco hot - caliente cold - frío

To compare, we identify characteristics that could be similar or different from one person, object or place to another. We use **positive adjectives** to indicate simple quality of people, objects and places without comparison or relation to increase or diminution. We use the **comparative adjectives** for comparing two things and the superlative adjectives for comparing three or more things. A **superlative** is a grammatical descriptor that implies something **surpasses** everything else.

Surpasses: exceeds or beats.

Comparing people, objects and places

Use the pattern ...

adjective + -er than
more + adjective + than
less + adjective + than

...to compare two or more people, things or places. Grammar Box 2 shows grammatical rules, explanations and examples to make comparisons using adjectives and comparatives.

Grammar Box 2

The comparative: using -er, more, less

Francisco is **older than** Rafael.

Health is **more important than** money.

The beach is **hotter than** the forest.

When we use adjectives to compare two people, things or places, the adjectives have special forms. The use of –er or more is called the comparative form.
Important: **than** follows the comparative form.
• older than.
• more important than.

	Positive Adjective	Comparative	Explanation	Examples
Adjectives with one syllable	old cheap hot	older cheaper hotter	Add ***–er*** to one-syllable adjectives. Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: **hot-hotter big-bigger fat-fatter.**	Juan is **older than** Jorge. This shirt is **cheaper than** this jacket. Veracruz is **hotter than** Puebla.
Adjectives that end in –y	pretty healthy busy	prettier healthier busier	If an adjective ends in ***–y***, change the y to ***–i*** and add ***–er***.	Amanda is **prettier than** Patricia. Fruit is **healthier than** ice cream. Mexico City is **busier than** Guanajuato.
Adjectives with two or more syllables	intelligent famous interesting expensive polluted	more intelligent more interesting more expensive less famous less polluted	Use ***more*** in front of adjectives that have two or more syllables (except adjectives that end in ***–y***). You can use ***less*** with many adjectives of two or more syllables. ***Less*** is usually not used with one-syllable adjectives.	My brother is **more intelligent than** yours. Javier “Chicharito” Hernández is **less famous than** Leo Messi. The book is **more interesting than** the movie. Chilaquiles are **less expensive than** meat. This market is **more expensive than** the other. Veracruz is **less polluted than** Mexico City.
Irregular comparative forms	good bad far	better worse farther/further	The comparative forms of good, bad and far are irregular.	My friend is **better than** that guy. Coffee is **worse for** your health than tea. The school is **farther than** the church.

Learn more

Physical, ethnical, cultural and mood characteristics

People from different places look different and have different moods. It is important to learn how to describe people by using words that describe their physical and characteristics, this may help you learn and appreciate different cultures and ethnic backgrounds. This can strengthen your tolerance and respect to diversity.
In the following box there is some vocabulary about the most common physical, ethnical and cultural characteristics.

Physical characteristics			
Age	**Build**	**Complexion**	**Height**
baby toddler child teenager young man/woman elderly man/woman	fat/overweight slim/thin/skinny well built	fair dark olive tanned freckles	short tall average

Hair			
Length	**Color**	**Type**	**Facial Hair**
short medium-length shoulder-length long	black red brown blond gray white	curly straight wavy bald	Moustache clean-shaven beard

Ethnical and cultural characteristics		
Ethnic group	**Nationality**	**Religion**
African Asian Arab Black Caribbean Gypsy Hispanic Mixed White	Argentinian Brazilian Canadian Chinese French German Greek Italian Japanese Mexican Portuguese Russian	Buddhist Catholic Christian Hindu Jewish Muslim

Practice what you are learning

Activity 1.1

Write a description of the people in the pictures considering physical, ethnical and cultural characteristics.

Escribe la descripción de las personas que aparecen en las imágenes tomando en cuenta sus características físicas, étnicas y culturales.

Fun challenge

1. Write the nationality of a person born in:

Australia

Haiti

Peru

Egypt

Ireland

2. Name the most important ethnic groups in your state and describe their most important characteristics.

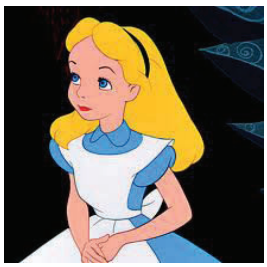
3. Share your answers with your classmates.

Characteristics			
	Physical	Ethnical	Cultural

We use **has** to describe people´s type of hair/facial hair (She has long hair). We use **is** to describe age, complexion, build, height as well as ethnic and cultural characteristics (My uncle is skinny. He is Mexican. He is Catholic).

Activity 1.2

Answer the questions according to the images using the comparatives.
Contesta las preguntas de acuerdo con las imágenes, usando los comparativos.



Bob	Homero	Alicia
28 years old	39 years old	9 Years old
55 kg	80 kg	33 kg
1.50mt	1.55mt	1.20mt

1. Bob is _____ (young) than Homero.
2. Homero is _____ (old) than Alicia.
3. Alicia is _____ (slim) than Bob.
4. Bob is _____ (short) than Homero.
5. Homero is _____ (fat) than Bob.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 2

Look up in a dictionary the meaning of the following adjectives. Write them in the Glossary that you will find at the end of this block.
Busca el significado de los siguientes adjetivos en el diccionario. Escríbelos en el Glosario que encontrarás al final del bloque.

kind helpful quiet
loud polite rude
nervous serious

Now write comparative sentences about your classmates using those adjectives (check Grammar Box 2: The comparative: using –er and more).
Ahora escribe oraciones comparando a tus compañeros, usando esos adjetivos (revisa la Tabla Gramatical 2).

Describe using adjectives in positive degree *Examples: Mario is quiet. Luis is loud.*	**Compare** *Example: Luis is louder than Mario.*

Look at the images that illustrate different moods.
Observa las imágenes que ilustran los diferentes estados de ánimo.

Mood: emotional state, humor, disposition.

lovely

excited

sad

tired

tense

frustated

exhausted

depressed

joyful

lively

happy

Activity 3

Work in pairs and talk about how you felt in the following situations.
Platica con un compañero sobre cómo te sentiste en las siguientes situaciones.

- A very difficult exam.
- Your last birthday.
- When your favorite soccer team won.
- After doing a lot of exercise.

Interesting facts
India is the birthplace of chess. The original word for "chess" is the Sanskrit *chaturanga*, meaning "four members of an army"—which were mostly likely elephants, horses, chariots, and foot soldiers.

Activity 4.1

Read the descriptions and match them with the pictures.
Lee las siguientes descripciones y relaciónalas con las fotografías.

Sayuri: Sayuri is from Japan. She is Japanese. She is Buddhist. She is skinny and short. She has black hair. She likes to sing. She is very intelligent and likes to play sports.

Sergio: Sergio lives in Brazil. He is Brazilian. His skin is black. He is Christian. Sergio is a handsome tall man. He is very intelligent and likes to play guitar. He is young and slim. He likes sports.

Tere: Tere is from Mexico. She is Mexican and she is Catholic. She is a tall young woman. She is very intelligent. She has a lot of friends. She likes to read and watch movies.

Raj: Raj is from India. He is Hindu. Raj is a tall skinny boy. He is calm and does not like sports. He is loud and likes to play video games.

Hassam: Hassam is from Egypt. He is Egyptian. He is a tall and fat. He is very rude when he is uncomfortable. He likes to be around people. He likes to write e-mails.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 4.2

What can you learn about different cultures? Why is it important to respect different beliefs, morals, ideas and customs? Which is one of your most important traditions as a mexican? Discuss your answers with your classmates.
¿Qué puedes aprender de las diferentes culturas? ¿Por qué es importante respetar las diferentes creencias, valores, ideas y costumbres? ¿Cuál es una de tus tradiciones más importantes como mexicano? Comenta tus respuestas con tus compañeros.

Apply what you have learned

Write a descriptive paragraph about one of your classmates in a piece of paper, do not write his/her name. Place the description in a box. Then ask your classmates to select one of the papers and read the description out loud. Try to guess who it is.
Escribe una breve descripción de uno de tus compañeros en una hoja sin escribir su nombre y deposítala en una caja. Que tus compañeros elijan uno de los papeles y lean la descripción en voz alta. Trata de adivinar de quién se trata.

Think about what you have learned

In the first part of block I you learned how to describe and compare people. How could it help you to improve your relationships with relatives, friends and neighbors?
En la primera parte del bloque I aprendiste a describir y comparar personas. ¿De qué manera esto puede ayudarte a mejorar tu relación con tus familiares, amigos y vecinos?

Discuss it with your classmates.
Coméntalo con tus compañeros.

Learn more

Adjectives, positive, comparative and superlative

To compare objects you can use superlatives in addition to comparative adjectives. Remember that a superlative is a grammatical descriptor for adjectives that imply something surpasses everything else. Notice that the word ***the*** precedes the superlative. This can strengthen your tolerance and respect to diversity.

In Grammar Box 3 you will see the degrees of comparison.

Grammar Box 3			
Degrees of comparison			
The comparative (-er/more) compares two people, things or places. The superlative (-est/most) compares three or more people, things or places.			
	Positive adjective	**Comparative**	**Superlative**
Adjectives with one syllable	old big	**older (than)** **bigger (than)**	**The oldest (of all)** **The biggest (of all)**
Adjectives that end in –y	pretty easy	**prettier (than)** **easier (than)**	**The prettiest (of all)** **The easiest (of all)**
Adjectives with two or more syllables	expensive important	**more expensive (than)** **more important (than)**	**The most expensive (of all)** **The most important (of all)**
Irregular forms	good bad far	**better (than)** **worse (than)** **farther/further (than)**	**The best (of all)** **The worst (of all)** **The farthest/furthest (of all)**

Practice what you are learning

Activity 5

Look at the pictures and discuss the following questions with your classmates.

Observa las fotografías y comenta las siguientes preguntas con tus compañeros.

1. What do you see?
2. What are people doing?

Note:
superlatives can also be used to compare people and places.

Activity 6.1

What do these market stands sell? Match the words in the box with the correct picture.
¿Qué se vende en estos puestos del mercado? Relaciona las palabras del recuadro con la imagen correcta.

vegetables	fruits	clothes	spices

1. _____

2. _____

3._____

4._____

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 6.2

Think about the market in your city or town, read the next questions and share your answers with your classmates.
Piensa en un mercado de tu ciudad, lee las siguientes preguntas y comparte tus respuestas con tus compañeros.

Which is the most colorful section?
Which are the most expensive products?
Which are the cheapest?
Which is the best day to go shopping?

Activity 7.1

Complete the dialogue with the sentences in the next box.
Completa el siguiente diálogo con las oraciones del siguiente recuadro.

> How much does it cost?
> Can I pay by credit card?
> No, I don´t like it in black.
> Have you got a smaller size?
> Can I help you?
> Medium, I think.

Laura is in a shop in Oaxaca, she wants to buy a dress.
Dialogue

Assistant: Hello. _____?
Laura: Yes, please. You have the most beautiful dress in the window.
Assistant: This one?
Laura: Yes. Can I try it on, please?
Assistant: Yes, what size are you?
Laura: _____
Assistant: Here, try it on.
Laura: Oh. It doesn´t fit. It is very big.
_____.
Assistant: Sorry, that is the smallest size.
What about this one? Do you want to try it on?
Laura: _____
Assistant: Look at this one. The color is nicer and it is less expensive than the black one.
Laura: Ok, How does it look?
Assistant: Great! It looks very pretty.
Laura: _____
Assistant: It cost $200 pesos. It's the cheapest dress in this shop.
Laura: Great! I will take it. _____
Assistant: Yes, you can pay over there.
Laura: Thank you very much.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 7.2

Underline the comparatives adjectives and superlatives in the previous dialogue. Check your answers in the Answer Key.
Subraya los comparativos y los superlativos del diálogo anterior. Comprueba tus respuestas en la Clave de Respuestas.

Activity 7.3

Practice and act out the previous dialogue. Follow the teacher´s instructions.
Ensaya y actúa el diálogo anterior con un compañero. Sigue las instrucciones del profesor.

Activity 8.1

Write the letter that matches the name of the clothing item.
Escribe la letra que corresponde al nombre de cada prenda de vestir.

a

b

c

d

e

f

g

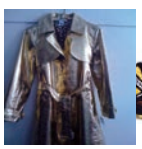
h

i

j

k

l


m

n

o

p

q

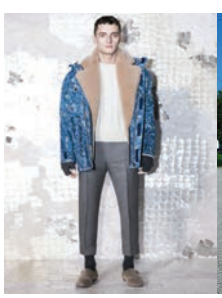
r

dress___ mini skirt___ high heels____ bikini ___ hat___ sweatshirt___
shorts___ vest ___ sandals ___ t-shirt ___ sunglasses___ socks___
bathing suit___ shoes____ boots___ tennis shoes___ coat___ jeans___

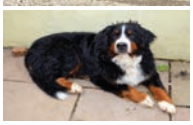
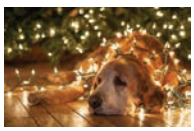
Activity 8.2

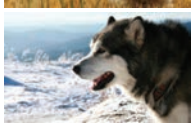
Look at the pictures above and describe what people are wearing.
Observa las fotografías y describe lo que la gente está vistiendo.

Example: He is wearing a blue coat.	Example: She is wearing a yellow sweater.



Apply what you have learned



friendly ugly obedient **ferocious** big small

Look at the words in the previous box. Write a sentence with each adjective using the superlative degree.

Observa las palabras del recuadro anterior. Escribe una oración con cada adjetivo usando el superlativo.

Example:
That dog is enormous! I'm sure it's the biggest of them all.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

Choose a classmate and compare the dogs using superlatives.

Escoge un compañero y compara los distintos perros usando superlativos.

Example:
Student A: I think this dog is the ugliest.
Student B: I agree. I also think it is the most ferocious!

Ferocious: fierce, aggressive.

Fun challenge

Go to your local library or use the Internet to find information about these world records and write them in the box.

The tallest man

_____

The most dangerous insect

_____

The shortest woman

_____

The person with the longest nails

_____

The deepest place in the world

_____

The most expensive car

_____

The coldest place on Earth

_____

What do you think about these facts? What is one of your personal records? Share your thought with your classmates.

Think about what you have learned

In the second part of block I you learned to compare objects using adjectives, comparatives and superlatives.
Think of one situation when you had a different opinion from others about the same object. Why is it important to respect the different opinions and points of view? Is it possible to disagree without getting into an argument? Discuss your answers with your classmates.

En la segunda parte del bloque I aprendiste a comparar objetos utilizando adjetivos, comparativos y superlativos. Piensa en una situación en la que hayas tenido una opinión diferente de los demás sobre una misma cosa. ¿Por qué es importante respetar las diversas opiniones y los diferentes puntos de vista? ¿Es posible no estar de acuerdo sin caer en una discusión o pelea? Comenta tus respuestas con tus compañeros.

Learn more

"As ... as", "Not as ... as"

Sometimes we find objects, people or places that are similar or different in some way. We use "as … as" to say that one person, object of place is equal in characteristics to another. We use "not as … as" to say that two people, things or places are different in some characteristic. Study Grammar Box 4 to learn how to use these structures.

Grammar Box 4		
As ... as, Not as ... as		
	Explanation	**Examples**
As ... as **Affirmative statements**	Affirmative sentences compare people, things and places that are the same in some way.	Paula is as intelligent as Diego. This car is as expensive as the other. This school is as good as that one.
Not as ... as **Negative statements**	Negative sentences compare people, things and places that are different in some way.	My uncle is not as young as my father. Soda is not as nutritious as milk. Cancun is not as old as Puebla.

Practice what you are learning

Activity 9

Rewrite the sentences using “not as ... as”.
Reescribe las siguientes oraciones usando “not as … as”.

Puebla is less polluted than Mexico City.
Puebla is not as polluted as Mexico City.

1. Their car is less modern than yours.

_____.

2. Your coat is more expensive than my coat.

_____.

3. The boots are less comfortable than the tennis shoes.

_____.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 10

Think about a famous person. Make a list of his or her characteristics and compare them with yours. Then write three sentences using “as … as” and three sentences using “not as … as”.

Piensa en alguien famoso. Haz una lista de sus características y compáralas con las tuyas. Después escribe tres oraciones usando “as … as” y tres oraciones usando “not as … as”.

“as ... as”	“not as ... as”
Example: Javier “Chicharito” Hernández is **as** tall **as** me. 1. 2. 3.	**Example:** I am not **as** rich **as** Javier “Chicharito” Hernández. 1. 2. 3.

Apply what you have learned

Read the paragraph about a favorite item of clothing.

Lee el siguiente párrafo acerca de una prenda de vestir favorita.

My favorite item of clothing is my tennis shoes. My parents bought them for me one year ago. They cost $500 pesos, which is more expensive than my dressing shoes! I like them because they are the most comfortable and they are nicer than my old tennis shoes. The good thing about tennis shoes is that they are as fashionable as my dressing shoes.

Use the following questions to write a similar paragraph (25-50 words) about your favorite item of clothing, use comparatives, superlatives and as ... as or not as ... as structures.

Usa las siguientes preguntas para escribir un párrafo similar (25 a 50 palabras) acerca de tu prenda de vestir favorita, usa comparativos, superlativos y las estructuras “as … as” y “not as … as”.

- What is it?
- What is it like (color, size, cost, etc.)
- Where did you get it? When?
- Why do you like it?

_____

_____

_____

_____

_____

_____.

Place a picture of your favorite item of clothing.

After you finish, read your paragraph to the class and answer any questions that your classmates might have.

Cuando termines, lee tu párrafo al resto del grupo y contesta las preguntas que te hagan tus compañeros.

Think about what you have learned

In the third part of block I you learned how to use "as … as" and "not as … as" + adjectives to compare people, things and places by identifying similarities and differences.

Think about how similar and different you are from your classmates. How do these differences/similarities contribute to the establishment of a respectful and collaborative relationship with them? Discuss your opinions with your classmates.

En la tercera parte del bloque I aprendiste a usar "as … as" y "not as … as" + adjetivo para comparar personas, cosas y lugares identificando semejanzas y diferencias.

Piensa acerca de lo semejante y diferente que eres de tus compañeros. ¿De qué manera estas semejanzas y diferencias te sirven para tener una relación colaborativa y respetuosa con ellos? Comparte tus opiniones con tus compañeros.

Learn more

Comparing places

Besides comparing people and objects, you can also compare places considering location, environment, cultural facts and general condition among other aspects.

Check all the Grammar Boxes to recall the rules for the correct use of adjectives, comparatives and superlatives.

Practice what you are learning

Activity 11

Read the following dialogue.
Lee el siguiente diálogo.

Roberto and **Ana** are walking to La Merced Market.

Roberto: Well Ana, what do you think of Mexico City so far?

Ana: It´s interesting. I think Monterrey is **more expensive than** Mexico City. Mexico City is **more crowded than** Monterrey, and it is definitely **more polluted than** Monterrey. And in some way, Monterrey is **as busy as** Mexico City.

Roberto: Yeah! But I bet Mexico City is not **as hot as** Monterrey. It is a good place for vacation if you like warm weather.

Ana: I think in some ways Mexico City is **nicer than** Monterrey even though Mexico City is **noisier and more chaotic than** Monterrey.

Roberto: I agree. Oh, here we are. I'm sure that **the biggest** market in Monterrey is not **as big as** La Merced Market.

Ana: You are right. This market is huge!

Now complete the sentences with the names of the cities: Mexico City and Monterrey.
Ahora completa las oraciones con el nombre de las ciudades: Ciudad de México y Monterrey.

1._____ is cheaper than_____.

2._____ is less crowded than _____.

3._____ is less polluted than _____.

4. _____is as busy as _____.

5. _____is hotter than_____.

6. _____ is not as nice as _____.

7. _____ is less chaotic than _____.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 12

Complete the sentences using the correct form of the adjective.
Completa las oraciones usando la forma correcta del adjetivo (comparativo).

La Merced Market is **cheaper** (cheap) **than** Taxco Market.

1. My bus ticket to Guadalajara was _____ (expensive) than your ticket to Veracruz.

2. Mexico City is a _____ (lively) city than Leon.

3. Estadio Azteca is _____ (big) than Estadio Universitario.

4. Cancun is_____ (hot) than Hermosillo.

5. Guanajuato is not _____ (polluted) as Mexico City.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 13

Help Ana and Roberto to decide where to go in their next holiday. They have two options: Guadalajara and Cancun. Which city should they visit?

Ayuda a Ana y a Roberto a decidir a dónde ir en sus próximas vacaciones. Ellos tienen dos opciones: Guadalajara y Cancún. ¿Qué ciudad deberían visitar?

Write five sentences comparing the two cities.

Escribe cinco oraciones comparando las dos ciudades.

Example: hot
Cancun is **hotter than** *Guadalajara.*

1._____.

2._____.

3._____.

4._____.

5._____.

Activity 14

Put the adjectives in the next box in the correct column.
Escribe los adjetivos del recuadro en la columna correcta.

polluted	cheap	stressfull	crowded
expensive	friendly	clean	safe
quiet	interesting	lively	unfriendly
dangerous	relaxing	boring	noisy
warm			

Note: depending on the characteristics of the object we are comparing, an adjective can be classified as positive or negative.

Positive	Negative
clean	polluted

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Apply what you have learned

City

Country/Farm

Choose the photo of the place where you prefer to live and write 5 reasons why.
Escoge la foto del lugar donde preferirías vivir y escribe 5 razones.

Example: I like the country because it is more relaxing than the city.

1._____.

2._____.

3._____.

4._____.

5._____.

Discuss your choice with your classmates.
Comenta tu elección con tus compañeros.

Write a paragraph (25-35 words) comparing the place where you live with a place you would like to visit. Use all the grammar structures that you have studied in block I.
Escribe un párrafo (25 a 50 palabras) comparando el lugar donde vives con un lugar que te gustaría visitar. Usa todas las estructuras gramaticales que has estudiado en el bloque I.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

Think about what you have learned

In this last part of block I you learned to compare places.
Why is it useful to be able to describe and compare places? How can this help you to appreciate your own community and promote it with people from other places? Discuss it with your classmates.

En esta última parte del bloque I aprendiste a comparar lugares.
¿Por qué es útil ser capaz de describir y comparar lugares? ¿Cómo te sirve esto para apreciar tu propia comunidad y para promoverla entre personas de otros lugares? Comenta tus respuestas con tus compañeros.

TIPS

Tourist is a person who travels to a place for pleasure or culture.

Closure activity

Make a **brochure** for tourists that are visiting your town/city. Describe interesting cultural places, objects and typical clothes. Also describe the people in your town. Be sure to use positive adjectives, comparatives and superlatives.

Once you have completed your work, share it with your classmates and listen to their presentations.

Elabora un folleto para los turistas que visiten tu ciudad o pueblo. Describe lugares de interés, objetos y ropa típicos. También describe cómo es la gente en tu ciudad o pueblo. Asegúrate de usar adjetivos positivos, comparativos y superlativos.

Cuando hayas terminado tu folleto, preséntalo al resto del grupo y escucha las presentaciones de tus compañeros.

Omar Jamil Delgado Carrillo, originario de Manzanillo, resultó ganador del 1er. lugar del concurso de diseño del cartel de la Feria de Todos los Santos Colima 2013 en su 76 aniversario, al que convocó el Instituto de Fomento de Ferias y Exposiciones de Colima, así como las Secretarías de Cultura y Fomento Económico del Gobierno del Estado.
http://colimarte.blogspot.mx/2013/06/cartel-de-la-feria-de-todos-los-santos.html

Brochure: information sheet about a theme or a place.

Research: investigate, find more information.

Flows: goes, develops.

Smoothly: easily, well.

Block I

Comparing people, objects and places

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

Evalúa tu folleto usando la siguiente rúbrica. Cuando termines, comparte y comenta esta evaluación con tu profesor.

Aspects of evaluation	Excellent 4	Good 3	Fair 2	Unsatisfactory 1
Content (Describes people, objects and places)	I can describe all the people, objects and places required.	I can describe most of the people, objects and places required.	I can describe some people, objects and places required.	I cannot describe what is required.
Use of language (Uses positive adjectives, comparatives, superlative, as… as)	I can use the three degrees of comparison: positive adjectives, comparatives, superlatives; and "as…as", "not as … as".	I can use two of the degrees of comparison: positive adjectives, comparatives, superlatives; and "as…as", "not as… as".	I can use only one of the degrees of comparison: positive adjectives, comparatives, superlatives; and "as…as", "not as … as".	I cannot use any of the degrees of comparison: positive adjectives, comparatives, superlatives nor "as … as", "not as … as".
Paragraph Structure	My paragraph flows smoothly. It´s coherent, unified and logical.	My paragraph lacks 2 of the 3 following aspects: coherence, unity and logic.	My paragraph is not organized although ideas flow.	My paragraph is not fluent most of the time.
Grammar and spelling	I write correctly most of the time and mistakes don´t affect the message.	I have poor grammar and/ or spelling mistakes that don´t affect the meaning.	I have several words incorrectly written that affects the meaning in the text.	I have many grammar and spelling mistakes that make the text unclear.
Creativity	My brochure has proper images, colors, map and interesting facts.	My brochure lacks one of the following aspects: images, colors, map, interesting facts.	My brochure lacks 2 of the following aspects: images, colors, map, interesting facts.	My brochure has just 1 or none of the following aspects: images, colors, map, interesting facts.
Total Points				

5 points	**Unsatisfactory**
6 - 10 points	**Fair**
11 - 15 points	**Good**
16 - 20 points	**Excellent**

Cierre del bloque I

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque I es importante que completes la siguiente tabla de manera consciente y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente
89 - 70% = Requerí apoyo para construir el aprendizaje
69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente
49% o menos = No logré el aprendizaje.

	Contenidos curriculares	Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Identificas características físicas de personas, objetos y lugares.				
	Conoces características étnicas, culturales y de temperamento de las personas.				
	Conoces adjetivos y estructuras gramaticales para hacer comparaciones.				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Procedimentales	Aplicas las estructuras gramaticales apropiadas para comparar personas, objetos y lugares.				
	Elaboras textos descriptivos.				
	Describes de manera oral las diferencias y semejanzas de personas, objetos y lugares en diversas situaciones.				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Actitudinales	Compartes tus opiniones y escuchas las de tus compañeros con atención.				
	Respetas creencias, valores, ideas y costumbres distintas a las tuyas.				
	Trabajas en equipo de manera colaborativa.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones personales.
¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque I?
¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?
¿De qué manera el ser capaz de hacer comparaciones te ayuda a valorar y respetar las diferencias entre personas, culturas y lugares?

Registro del avance

Competencias genéricas y disciplinares del bloque I

Instrucciones: Al concluir el bloque registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)
M = Medio (Está en vía de desarrollo)
B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.	
	Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.	
	Se comunica en una segunda lengua en situaciones cotidianas.	
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.	

Competencias disciplinares	Nivel de avance
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.	
Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Block I. Glossary

Write the new words that you have learned and their definition.

Notes

Block II

Relating important moments of the past

Block II

Relating important moments of the past

Introduction

In block II, you will learn to relate important moments of the past and the proper grammatical structures.

Simple past tense is used to express the idea that an action started and finished at a specific time in the past. It can also be used with a duration which starts and stops in the past or to describe a habit which stopped also in the past. The simple past can also be used to describe past facts or generalizations which are no longer true.

What competences will you develop?

Competencias genéricas	Competencias disciplinares
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas. • *Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.* • *Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.* • *Se comunica en una segunda lengua en situaciones cotidianas.* • *Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.*	Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una lengua extranjera recurriendo a sus saberes previos sobre actividades de esparcimiento, escolares y deportivas. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa. Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.
8. Participa y colabora de manera efectiva en equipos diversos. • *Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.*	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales. • *Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.*	

What is the purpose of Block II?

You will be able to relate important moments of the past using proper grammatical structures depending on the type of verbs: regular or irregular. At the same time, you will be able to interchange information through written and oral texts using correct time expressions.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Recreation, school and sport activities 2. Past simple of verb To Be 3. Regular and irregular verbs 4. Time expressions in past tense	Studying grammar structures. Identifying regular and irregular verbs in texts. Associating the use of time expressions according to the moment.
Procedural	• Recognizes past events in texts. • Writes about different events in the past. • Talks about past events using proper grammar structures. • Uses technology independently to investigate about events in the past.	Solving grammar exercises. Writing short texts using verbs in past tense. Discussing ideas with your classmates. Making oral presentations. Investigating in various sources.
Attitudinal	• Shares opinions and consider others conscientiously. • Shows respect towards different believes, ideas values and social customs. • Works collaboratively with others.	Sharing ideas regarding to your own experience and valuing your classmates'. Working in small groups.

How much time will you need?

You will be able to complete block II in 12 hours, including the block revision, activities, products and self-evaluation.

Learning evidences

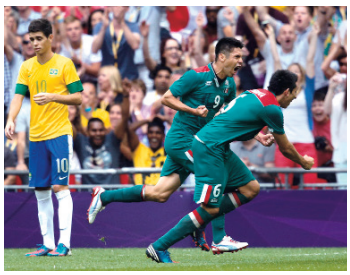
In block II you will complete the following products that will allow you to see the development of your competencies:

- Paragraph about your last Christmas.
- Paragraph about schools in the past.
- Short text about the importance of the past.
- Research about former presidents of Mexico and oral presentation

Block II

Relating important moments of the past

What do you know? (Previous knowledge and competencies)



Look at the pictures and try to describe each one of them. What kind of actions are in the images?

Observa las imágenes y trata de describir cada una de ellas. ¿Qué tipo de acciones ves en las imágenes?

A **verb** asserts something about the subject of the sentence and expresses actions, events or states of being. It is perhaps the most important part of predicate of a sentence.

Identify and underline the verbs in the following box.

Un verbo afirma algo acerca del sujeto de una oración y expresa una acción, un evento o una condición. Es, probablemente, la parte más importante del predicado de la oración.

Identifica los verbos en el siguiente recuadro y subráyalos.

table	run	he	swim	school	teacher	dog
play	bottle	town	work	bed	computer	fly

Work in pairs to answer the following questions.

Trabaja con un compañero. Contesten las siguientes preguntas.

What happened in Mexico in 1968? How were the schools during the Revolution? What kind of toys did your parents have when they were children?

You can use **past tense** to talk about an action or a situation –an event– in the past. The event can be short or long.

Puedes usar el tiempo pasado para hablar acerca de una acción o situación -un evento- que sucedió en el pasado. Dicho evento puede ser corto o largo.

Underline the verbs in past, then complete the following chart.
Subraya los verbos que estén en tiempo pasado y completa la siguiente tabla.

play got find cry took build did is/are talked mix shared use visit imagine rang spoke become listened chose put went cook

Infinitive	Past

Use the Answer Key to check your answers. Were you correct? Was it easy to identify verbs? Did you identify verbs in past tense correctly? Was it easy or difficult to talk about things that happened in the past? Discuss your results with your teacher. It will be useful to focus on your strengths and opportunities.
Verifica tus respuestas en la Clave de Respuestas. ¿Fueron correctas? ¿Te fue fácil identificar los verbos? ¿Identificaste correctamente los verbos en tiempo pasado? ¿Fue fácil o difícil hablar de cosas que ocurrieron en el pasado? Comenta tus resultados con tu profesor; te servirá para concentrarte en tus fortalezas y oportunidades.

In addition, it is important to identify your level of proficiency in the competencies that you will develop in block II by answering the next questions. Check (X)
También es importante que identifiques cómo es tu desempeño actual en las competencias que desarrollarás en el bloque II. Para ello, contesta las siguientes preguntas marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Aplicas distintas estrategias comunicativas según quienes sean tus interlocutores, el contexto en el que te encuentras y los objetivos que persigues?			
¿Identificas las ideas clave en un texto o discurso oral e infieres conclusiones a partir de ellas?			
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Manejas las tecnologías de la información y la comunicación para obtener información y expresar ideas?			
¿Dialogas y aprendes de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de tus propias circunstancias en un contexto más amplio?			
¿Aportas puntos de vista con apertura y consideras los de otras personas de manera reflexiva?			

If you answered most of them with “always” then your level of proficiency is high. If you answered most of them with “sometimes” or “never” then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron “siempre” significa que tu desempeño actual es alto; si la mayoría fueron “a veces” o “nunca” significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Let’s begin

Learn more

Verb To Be - Past tense

The verb **“To Be”** has two forms in the past tense: singular (was) and plural (were). Look at Grammar Box 1.

Grammar Box 1		
To be		
Subject	**To be (paste tense)**	**Examples**
I	was	I was happy.
You	were	You were very good.
He	was	He was the best friend.
She	was	She was late for work.
It	was	It was a sunny day.
We	were	We were at home.
You	were	You were on holiday.
They	were	They were happy with the result.

Affirmative Form

You	**were**	**happy**
subject	verb	adjective

The negative of "**To Be"** can be made by adding not after the verb (was or were). Look at the examples:

- I **was not** tired this morning.
- You **were not** crazy.
- He **was not** in the bathroom.
- They **were not** in Mexico City.

You can make negative contractions of the verb **"To Be"** in the past tense by joining the verb (was or were) and ***n't*** (e.g. were not = weren't). You don't make a contraction of the subject and the verb (e.g. I was).

Look at the examples:

- She **was not** famous = she ***wasn't*** famous.
- They **were not** friends = they ***weren't*** friends.
- I **was not** angry = I ***wasn't*** angry.

Interrogative Form: to create questions with **"To Be"**, you put the verb before the Subject. For example:

Were	**you**	**happy?**
verb	subject	adjective

In spoken english, we usually give short answers in response to questions. Look at the following example:

Was he from Japan? Yes, he was (from Japan).

The last part (from Japan) is not necessary. We use shorts answers to avoid repetition, when the meaning is clear.

For example:

- Was your sister sick last month? (interrogative)

Short answer: Yes, she was. (affirmative)
No, she was not = No, she wasn't. (negative)

Practice what you are learning

Activity 1

Rewrite the sentences using past simple.
Reescribe las oraciones usando pasado simple.

1. I am very happy to see you.

_____

2. My parents are on holiday in Mexico City.

_____

3. The hotel is beautiful, but the beach is dirty.

_____

4. We are at home on Saturday.

_____

5. I am really thirsty, but there is no water.

_____

6. Are your parents on vacations?

_____

7. Is Maria in the school?

_____

8. Are they friends?

_____

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 2

Use the information in the following chart to complete the sentences with is/isn't or are/aren't.

Usa la información de la siguiente tabla para completar las oraciones con is/isn't o are/aren't.

Name	Country	Age	Occupation
Paola	Brazil	34	doctor
Ling Yi	China	21	student
Marco	Italy	32	teacher
Yu Jen	China	26	student

1. Paola _____ from Italy. She _____ from Brazil.

2. Paola _____34. She _____23.

3. Ling Yi and Yu Jen _____from China. They _____ from Italy.

4. Ling Yi _____ a student. She _____ a doctor.

5. Marco _____32. He _____ a teacher.

6. Marco _____from Italy. He _____from China.

7. Yu Jen _____28. He _____26.

8. Ling Yi and Yu Jen _____students. They _____ teachers.

Check your answers in the Answer Key.

Comprueba tus respuestas en la Clave de Respuestas.

Apply what you have learned

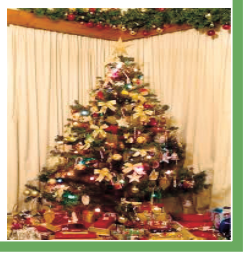
Think about your last Christmas and write a paragraph (50-75 words) using the past tense of the verb To Be. Use the following box to write it.

Piensa acerca de tu última Navidad y escribe un párrafo (50 a 75 palabras) usando el pasado simple del verbo To Be. Usa el siguiente recuadro para escribirlo.

Block II

Relating important moments of the past

Last Christmas, I was...



Think about what you have learned

In the first part of block II you learned about how to use the verb **To Be** in past and most of its forms. How can you use it to describe some situations or events that were important in your life? Write about one meaningful event and share it with your classmates.

En la primera parte del bloque II aprendiste cómo usar el verbo **To Be** *en pasado y la mayoría de sus formas. ¿Cómo puedes utilizarlo para describir algunas situaciones o eventos que fueron importantes en tu vida? Escribe acerca de un evento significativo y compártelo con tus compañeros.*

_____

_____

_____

_____

_____

Learn more

Regular and irregular verbs

English language uses both regular and irregular verbs. A regular verb is any verb whose conjugation follows the typical pattern of the language to which it belongs.

A verb whose conjugation follows a different pattern is called an irregular verb. In Grammar Box 2 you can observe the grammatical rules for both types of verbs.

Grammar Box 2		
Regular and Irregular Verbs		
Regular verbs Are formed by adding a “d” or “ed” to the end of the verb. Or changes a “y” to “ied”.	**Infinitive** play talk share prove try cry	**Past** played talked shared proved tried cried
Irregular verbs Changes their original pattern.	swim forget take	swam forgot took
Sometimes the verb changes completely.	buy	bought
Sometimes there is “half” a change.	sing	sang
Sometimes there is no change (the difference is in the pronunciation).	cut	cut

Practice what you are learning

Activity 3

Read the following dialogue using the simple past tense.

Lee el siguiente diálogo usando pasado simple.

Pedro: Hi Alicia, what did you do last weekend?
Alicia: I did a lot of things. On Saturday, I went shopping.
Pedro: What did you buy?
Alicia: I bought some new clothes. I also played football soccer.
Pedro: Who did you play with?
Alicia: I played with Ricardo and his friends.
Pedro: Did you win?
Alicia: Of course we won!
Pedro: What did you do after your football soccer match?
Alicia: Well, I went home and took a shower and then went out.

Pedro: Did you eat in a restaurant?
Alicia: Yes, my friend Raul and I ate at 'El Molcajete".
Pedro: Did you enjoy your dinner?
Alicia: Yes, we enjoyed our dinner very much thank you. We also drank some wonderful horchata!
Pedro: Unfortunately, I didn't go out this weekend. I didn't eat in a restaurant and I didn't play football soccer.
Alicia: What did you do?
Pedro: I stayed home and studied for my test!
Alicia: Poor you!

Activity 4

Read the dialogue above and underline the verbs in past. Write an "r" under the regular ones and an "i" under the irregular. Compare their grammar structure and discuss your answers with your teacher.
Lee el diálogo anterior y subraya los verbos en pasado. Escribe una "r" debajo de los verbos regulares y una "i", debajo de los irregulares. Compara su estructura gramatical y discute tus respuestas con tu maestro.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 5

Choose five verbs of the previous dialogue and write a sentence in a different context.
Elige cinco verbos del diálogo anterior y escribe una oración en un contexto diferente.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

Activity 6

In pairs create a graphic orginizer using at least 20 verbs. You can use a dictionary, books, articles or the Internet to find them. The next example may be useful.

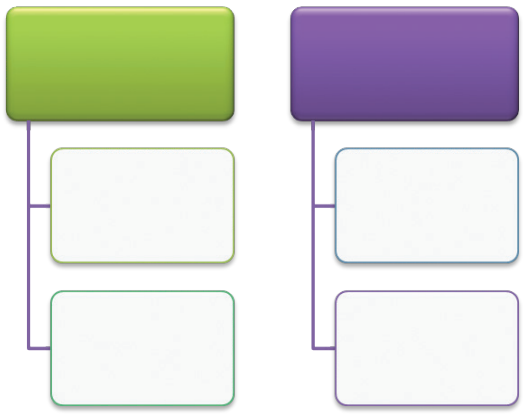
Trabaja con un compañero y elaboren un organizador gráfico usando al menos 20 verbos. Pueden usar diccionario, libros, artículos o Internet para encontrarlos. El siguiente ejemplo puede servirles.

Verb: a word that describes an action	**Regular:**
	Irregular:

A graphic organizer, also known as knowledge map, concept map, story map, cognitive organizer, advance organizer, or concept diagram, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas.

Your graphic organizer must help you and your classmates to understand the differences between verbs and the rules that can be applied to form past tense and improve your reading, writing and speaking.

Simple past tense is used to describe what happened at a specific time in the past ("last weekend" in the previous dialogue). Take a look at Grammar Box 3 to see how to use helping verb "did"/"did not" for negative and interrogative forms of simple past.



Grammar Box 3	
Helping verb "did" / "did not"	
Examples	Usage
Where did you go yesterday? The school finished at 3 o'clock. They didn't come last night.	Finished past actions, definite past.
Negative Form	
Use the helping verb "did not" (didn't) and the base form of the verb to make negatives.	
I You He She It We You They	**didn't** go to Guadalajara last week.

Interrogative Form		
Use the helping verb "did", subject and the base form of the verb in question forms.		
When **did**	I You He She It We You They	leave?

Activity 7

Fill the blanks with the correct form of the verb using past tense.
Completa los espacios en blanco con la forma correcta del verbo usando pasado simple.

1. Last year I (go) _____ to Mazatlan on holiday.

2. It (be) _____ fantastic.

3. I (visit) _____ lots of interesting places. I (be) _____ with two friends of mine.

4. In the mornings we (walk) _____ in the streets of Mazatlan.

5. In the evenings we (go) _____ to seafood restaurants.

6. The weather (be) _____ wonderful.

7. It (not / rain) _____ a lot.

8. But we (see) _____ some beautiful rainbows.

9. Where (spend / you) _____ your last holiday?

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 8

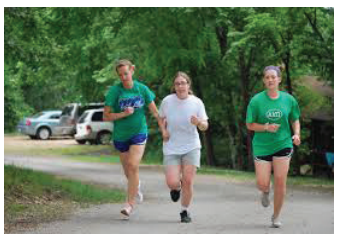
Talk in small groups about your childhood. What can you remember? What kind of games did you like to play? Try to play some of those games. Were they interesting? Write a small report about this activity.
Habla en pequeños grupos acerca de tu niñez. ¿Qué puedes recordar? ¿Qué clase de juegos te gustaban? Intenten practicar algunos de estos juegos. Escribe un breve reporte acerca de esta actividad.

(Name of the game)

First, we talked about_____
_____
_____.

Then we played_____
_____
_____
_____.

Finally, we_____
_____.



Activity 9

In pairs, make a poster describing your city/town 10 years ago. Ask your parents and grandparents about some details that can help you such as: population, buildings, roads, etc. Look for old pictures to illustrate it. Present it to your classmates and teacher. Remember to use simple past.

Con un compañero, elabora un póster de cómo era tu ciudad/pueblo hace diez años. Pregunten a sus padres y abuelos acerca de algunos detalles que puedan ser útiles, como: población, edificios, carreteras, etc. Busca fotografías viejas. Preséntenlo a sus compañeros y a su maestro. Recuerden usar pasado simple.

Apply what you have learned

Ask your grandparents about their school days in Primary Level. How were the exams, the recess and the teachers? Find the differences between then and now. Write a paragraph (35-50 words) describing the school days of your grandparents, then decide if you prefer their school days or yours. Share it with your classmates.

Pregunta a tus abuelos acerca de sus días en la escuela primaria. ¿Cómo eran los exámenes, el recreo y los maestros? Encuentra las diferencias entre entonces y ahora. Escribe un párrafo (35 a 50 palabras) describiendo los días de escuela de tus abuelos, luego decide si prefieres esos días de escuela o los tuyos. Compártelo con tus compañeros.

_____

_____

_____

_____

_____

_____

_____.

Think about what you have learned

In the second part of block II you learned about the differences between regular and irregular verbs. How can knowing the differences help you to communicate when you are talking about past events? Listen and discuss the group opinions.

En la segunda parte del bloque II aprendiste acerca de la diferencia entre verbos regulares e irregulares. ¿Cómo te ayuda a hablar de eventos pasados saber estas diferencias? Escucha y discute las opiniones del grupo.

Learn more

Time expressions in past tense

Time expressions are used to identify when the activity happened or how long it lasted. Look at Grammar Box 4.

Grammar Box 4 Time Expressions	
Examples of “when an activity took place”.	Examples of “how long an activity took place”.
On Tuesday, my father went to the school. She was in the hospital *yesterday*. *On February 22nd*, my mother bought a new car. *Before breakfast*, he was very happy. These words are called “**adverbial phrases** of time”.	*Last week*, my teacher went to my house. My brother played *for three hours.* *An hour ago,* he was here! These words describe how long an activity lasted.

Practice what you are learning

Activity 10

Complete the timeline with the past time expressions in the next box. Start with the most recent and reach the farthest.

Completa la línea del tiempo con las expresiones de tiempo que se encuentran en el siguiente recuadro. Empieza con la más reciente hasta llegar a la más lejana.

last month	last night	yesterday evening
in 1974	yesterday morning	last year
yesterday afternoon	last week	an hour ago

1. an hour ago
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Check your answers in the Answer Key.

Comprueba tus respuestas en la Clave de Respuestas.

Activity 11

Write a paragraph (20-35 words) using “time expressions” according to your school day. Check Grammar Box 4.

Escribe un párrafo (20 a 35 palabras) usando “expresiones de tiempo” de acuerdo con tu día de escuela. Revisa la Tabla Gramatical 4.

My school day

This morning, I _____

_____

_____

_____

_____

_____

_____

Activity 12

Use the past tense to complete the following sentences.

Usa el pasado simple para completar las siguientes oraciones.

a. When I was younger _____.

b. Three years ago, my mother _____.

c. In June, we_____.

d. Yesterday, my father_____.

e. Last month, my teacher_____.

Block II

Relating important moments of the past

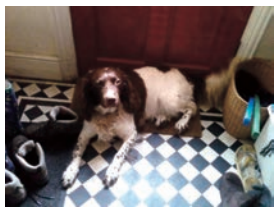
"Beto's day"

Track suit: pants, clothes for doing exercise.
Pursue: follow, persecute, chase.
Passersby: pedestrians, people walking down the street.

When I woke up this morning, I found my dog, Cacho, waiting for me. He wanted me to take him for a walk. I was too hungry, so first I had breakfast. I had a glass of milk and a piece of toast. Then I brushed my teeth and put on a **track suit** and a heavy coat because it was really cold outside. Cacho was already impatient.

We both went out and walked to the park near home. He ran and jumped and **pursued** some **passersby**. He also destroyed some pieces of furniture somebody left on the road. I sat on a bench all the time, wishing I could be in my warm bed.

When my hands were frozen, I decided it was time to go back to home. Cacho did not want to, but I pulled hard and I managed to take him back. When we arrived at the front door, I realized I didn´t have my keys with me, so we stayed out in the cold for more than an hour. Cacho was happy but I was late for work!



Activity 13

Answer the following questions and compare your answers with your classmates'.
Responde las siguientes preguntas y compara tus respuestas con las de tus compañeros.

1. Who was happy to stay outside?
2. What did Beto do in the park?
3. What did Cacho do in the park?
4. What did Beto have for breakfast?
5. How was the weather like?
6. When did Beto decide it was time to go home?

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 14

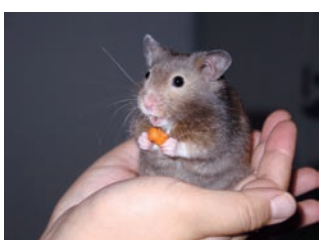
Make a list of the verbs you find in past simple tense, in the previous reading. Write them in the next chart along with their infinitive form.
Haz una lista de los verbos en pasado que encuentres en la lectura anterior. Escríbelos en la siguiente tabla con su forma en infinitivo.

Infinitive		Past	
1.	11.	1.	11.
2.	12.	2.	12.
3.	13.	3.	13.
4.	14.	4.	14.
5.	15.	5.	15.
6.	16.	6.	16.
7.	17.	7.	17.
8.	18.	8.	18.
9.	19.	9.	19.
10.	20.	10.	20.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Apply what you have learned

Did you have pets in your childhood? Were they **unusual**? What did they look like? Share your answers with your classmates.
¿Tuviste mascotas en tu niñez? ¿Eran poco comunes? ¿Cómo eran? Comparte tus respuestas con tus compañeros.



Unusual: not very common, exceptional, out of ordinary.

Think about what you have learned

In this last part of block II you learned to use time expressions to identify when an event happened and how long it lasted.
This is history. Is it important to know the past in order to do not repeat mistakes? Discuss it with your classmates. Make an analysis about their answers and write it down.

En esta última parte del bloque II aprendiste a usar expresiones de tiempo para identificar cuándo sucedió un evento y cuánto duró.
Esto es historia. Discute con tus compañeros. Haz un análisis acerca de sus respuestas y escríbelas abajo.

Closure Activity

Important Presidents of Mexico

Look at the following pictures of former presidents of Mexico and try to remember their names. Answer the next questions and share your answers with your classmates.

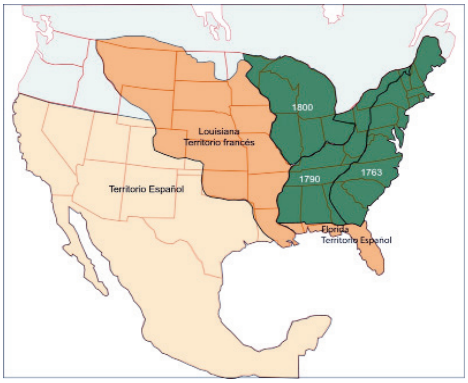
Observa las siguientes imágenes de algunos presidentes importantes de México y trata de recordar sus nombres. Contesta las siguientes preguntas y comparte tus respuestas con tus compañeros.

1. Who were they?
2. Where were they from?
3. How did they die?
4. Why are they famous?

Work in pairs and write about their successes and failures during their government. Do some research in your local library or use the Internet. Complete the box with the information based on your research.

Trabaja con un compañero y escriban acerca de los éxitos y fracasos durante su gobierno. Investiguen en la biblioteca pública o usen Internet. Completen la tabla con la información que hayan investigado.

President	Successes	Failures



Choose one of these presidents, study his biography and make a presentation for the class. Share details about his life, his achievements and his policies as president. You can go to your local library or use the following links:

Escoge uno de estos presidentes, estudia su biografía y haz una presentación para tu clase. Comparte detalles sobre su vida, sus logros y sus políticas. Puedes ir a la biblioteca más cercana o usar los siguientes links:

- http://es.wikipedia.org/wiki/Wikipedia_en_espa%C3%B1ol
- http://presidentes.mx/
- http://www.buscabiografias.com/presimexico.htm

Example:
"My name is Benito Juárez García. I was president of Mexico in…… I did ……."

Evaluate your presentation using the following rubric.

Evalúa tu presentación utilizando la siguiente rúbrica.

0-Not met	1-Deficient	2-Sufficient	3-Good	4-Very good	5-Excelent	N/A-Not applicable

Criteria	0	1	2	3	4	5	N/A
1. An effective introduction on the theme is stated.							
2. The purpose, objectives and main ideas are included in the presentation.							
3. Presentation is organized and can be easily followed.							
4. The speaker masters the theme or subject, by explaining the content properly, without making mistakes.							
5. The ideas and arguments in the presentation are well grounded within the resources displayed, consulted or discussed in class.							
6. An appropriate language is used, with, syntactic and grammatical accuracy.							
7. The main ideas or presentation abstract is clear and appropriate.							
8. The objectives or goals announced in the introduction are fulfilled.							
9. The presentation is interesting and entertaining.							
10. The presentation displays creativity.							
11. Diction is clear and nicely toned, without fillers or barbarism.							
12. Effective projection, adequate body language and audience management.							
13. The speaker captures attention and interest of the audience and promotes its participations, depending on the case.							
14. Effective use of technology, visual aids, role play or exercises, according to the subject.							
15. The speaker respects the time assigned; not to extended, nor too brief.							

At the end of the presentation, sum up the obtained points and verify your results on the next chart:

Score	Result
0 - 25 points	Presentation does not fulfill any of the requirements; it has no clarity on the theme or purpose; language does not match the subject, visual resources are not used and the audience shows no interest.
26 – 50 points	Presentation accomplishes some criteria; theme and purpose are clears, yet some ideas are not grounded or related; the audience is partially interested.
51 - 75 points	Presentation satisfies most of the requirements; the subject is clear and the goal is fulfilled. Verbal and body language are correct. The audience shows interest all the time.

Discuss this evaluation and the whole experience with your teacher.
Comenta esa evaluación y toda la experiencia con tu profesor.

Cierre del bloque II

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque II es importante que completes la siguiente tabla de manera consciente y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente
89 - 70% = Requerí apoyo para construir el aprendizaje
69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente
49% o menos = No logré el aprendizaje.

	Contenidos curriculares	Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Comprendes la conjugación del verbo **To Be** en pasado simple.				
	Conoces verbos regulares e irregulares.				
	Conoces expresiones de tiempo que se utilizan para el pasado.				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Procedimentales	Reconoces hechos del pasado en distintos textos.				
	Aplicas los verbos y estructuras gramaticales apropiadas en la producción de textos escritos en pasado.				
	Empleas la tecnología para obtener información sobre hechos pasados.				
	Describes de manera oral hechos del pasado.				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Actitudinales	Compartes tus opiniones y escuchas las de tus compañeros con atención.				
	Respetas creencias, valores, ideas y costumbres distintas a las tuyas.				
	Trabajas en equipo de manera colaborativa.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones personales.
¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque II?
¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?
¿De qué manera el ser capaz de identificar eventos significativos del pasado te ayuda a apreciar el momento presente en el que vives?

Registro del avance

Competencias genéricas y disciplinares del bloque II

Instrucciones: Al concluir el bloque, registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)
M = Medio (Está en vía de desarrollo)
B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.	
	Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.	
	Se comunica en una segunda lengua en situaciones cotidianas.	
	Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.	
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.	

Competencias disciplinares	Nivel de avance
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	
Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.	
Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Block II. Glossary

Write the new words that you have learned and their definition.

Notes

Block III

Following instructions and understanding rules

Block III

Following instructions and understanding rules

Introduction

In block III, you will learn to follow instructions as well as understand rules.
In english, there are some words that are used to express such things as possibility, probability, permission and obligation. They are also useful when giving instructions and rules. They are called "**modal verbs**".

Modals are special verbs which behave very irregularly in english.
We also use Modal verbs to do things like talking about ability and making requests.

What competences will you develop?

Competencias genéricas	Competencias disciplinares
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas. • *Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.* • *Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.* • *Se comunica en una segunda lengua en situaciones cotidianas.* • *Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.*	Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa. Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.
8. Participa y colabora de manera efectiva en equipos diversos. • *Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.*	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales. • *Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.*	

What is the purpose of Block III?

You will be able to identify instructions, orders, suggestions and prohibitions in a small text in special situations such as school, work, public and amusement places.

You will be also able to use proper grammar structures in communicative situations.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Recreation, school and sport activities 2. Public places and work activities 3. Imperatives 4. Modal verbs (should, shouldn't, must, mustn't, can, can't, have, have to, don't have to, may)	Studying grammar structures. Analyzing texts and identifying words related to instructions and rules. Following instructions about several topics. Identifying the uses of modal verbs.
Procedural	• Recognizes instructions, orders, suggestions and bans in texts • Uses proper grammar structures to give instructions, orders, suggestions or bans • Gives oral and written information regarding to instructions, orders, suggestions or bans for specific situations • Uses technology independently to do research	Solving grammar exercises. Giving advices according to specific situations. Designing regulations for different contexts. Discussing ideas with your classmates. Making oral presentations. Investigating in various sources.
Attitudinal	• Shares opinions and consider others conscientiously • Shows respect towards different believes, ideas values and social customs • Works collaboratively with others	Sharing ideas regarding to your own experience and valuing your classmates'. Working in small groups.

How much time will you need?

You will be able to complete block III in 12 hours, including the block revision, activities, products and self-evaluation.

Learning evidences

In block III you will complete the following products that will allow you to see the development of your competencies:

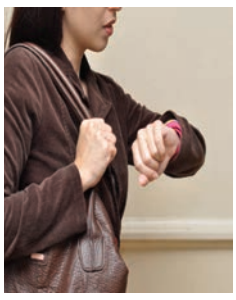
- Oral explanation of a recipe.
- Paragraph about the importance of following instructions or directions.
- Advices to solve identified problems in the class.
- Paragraph about the importance of regulations in society.
- Advice-giving brochure.
- Paragraph about giving advice.
- Brochure and oral presentation.

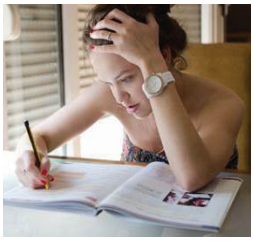
What do you know? (Previous knowledge and competencies)

Can you identify when someone is giving you instructions or orders? Is it easy to follow them? An instruction is detailed information telling how something should be done.

¿Te das cuenta cuando una persona te da instrucciones u órdenes? ¿Te es fácil seguirlas? Una instrucción es una información detallada que indica cómo debe hacerse una cosa.

Look at the images and think about some issues that are related to them.
For example:
Observa las imágenes y piensa en algunos temas relacionados con ellas. Por ejemplo:





- Do not arrive late! (home)
- Do your homework! (school)
- Stop! (street)
- Do not touch! (museum)

There are things that are not allowed and some that you can do with no consequences. Do you remember some of them? Write them down:
Existen cosas que no están permitidas y otras que puedes hacer sin que haya consecuencias. ¿Recuerdas algunas de estas? Escríbelas a continuación:

a. _____.

b. _____.

c. _____.

Underline the words that can express orders, instructions or requests.
Subraya las palabras que pueden expresar órdenes, instrucciones o peticiones.

listen	school	write	slow	book	house	on	come	light	door	tall	dog	
expensive	take	milk	girl	stop	night	speak	down	pants	music	yes		

Use the Answer Key to check your answers.

Is it easy for you to identify and follow instructions? Are you aware of things that can and can't be done? Are you capable of giving clear instructions to others?
Discuss your answers with your teacher.
Verifica tus respuestas en la Clave de Respuestas. ¿Te es fácil identificar y seguir instrucciones? ¿Eres consciente de las cosas que pueden o no hacerse? ¿Puedes dar instrucciones precisas a otros?
Comenta tus resultados con tu profesor.

Choose three verbs from the previous box and write one sentence with each one.
Escoge tres verbos del recuadro anterior y escribe una oración con cada uno de ellos.

1. _____.

2. _____.

3. _____.

In addition, it is important to identify your level of proficiency in the competencies that you will develop in block III by answering the next questions. Check (X)
También es importante que identifiques cómo es tu desempeño actual en las competencias que desarrollarás en el bloque III. Para ello, contesta las siguientes preguntas marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Aplicas distintas estrategias comunicativas según quienes sean tus interlocutores, el contexto en el que te encuentras y los objetivos que persigues?			
¿Identificas las ideas clave en un texto o discurso oral e infieres conclusiones a partir de ellas?			
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Manejas las tecnologías de la información y la comunicación para obtener información y expresar ideas?			
¿Aportas puntos de vista con apertura y consideras los de otras personas de manera reflexiva?			
¿Dialogas y aprendes de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de tus propias circunstancias en un contexto más amplio?			

If you answered most of them with “always” then your level of proficiency is high. If you answered most of them with “sometimes” or “never” then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron “siempre” significa que tu desempeño actual es alto; si la mayoría fueron “a veces” o “nunca” significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Let’s begin

Learn more

Imperatives

Following instructions is important because it helps to save time and it aids in the safety of something or someone.

Following directions also helps you to learn things and in efficiency.The importance of instructions is so you will know what to do and to do it right.

Look at the following expressions:

- Watch out!
- Come here!
- Sit!
- Look out!
- Be quiet!
- Stop!

All of them are very common in many situations. They can be used in public places, school, work and at home.
There are others such as “right”, left”, “straight” that are used when you are giving instructions to get to a place.

To give orders, warnings and instructions in english, we use the imperative form:

- Order: Be quiet
- Warning: Take care
- Instructions: Listen to me carefully

Imperative sentences can end with a period (.) or an exclamation point (!).

Adults do not usually give each other orders, unless they are in a position of authority. However, adults can give orders to children and to animals.
Here are some orders you could give to your pet:

Sit!
Come here!

You can also use the Imperative to warn someone of danger. For example:
Watch out!, Don't cross!, Look out!
You can also give an advice using the Imperative. Look at this example:
Eat an apple. It is much better for you than a biscuit!

Practice what you are learning

In pairs read the following dialogue paying attention to the bold type words.
En parejas lean el siguiente diálogo prestando atención a las palabras.

At the office

Miguel: Hi Elisa, how are you today?
Elisa: Fine Miguel.
Miguel: What are you doing?
Elisa: I am trying to figure out how to use this photocopier machine.
I don't know how to use it and my boss, Mr. Sanchez, asked me to get some copies for him.
Miguel: It is easy. First, you need to **turn on** the photocopier. Then you **put** the face of the paper that you want to copy on the screen of the copier. Next, you need to **select** the paper size and how many copies you want. After that, you **push** the start button and the copier starts working. Finally, **pick up** the papers from the tray.
Elisa: I understand. It is not difficult.
Miguel: Don't forget to **turn off** the machine when you finish.

Screen: display, panel.
Tray: flat container to hold things.

Block III

Following instructions and understanding rules

Activity 1

Write the instructions to use the photocopier.
Escribe las instrucciones para usar la fotocopiadora.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 2

Use the words in the box to complete the sentences. Look them up in a dictionary if necessary.
Usa las palabras del siguiente recuadro para completar las oraciones. Utiliza un diccionario si es necesario.

assist	eat	check	send	call	chat	answer
file	type	clean	save	carry	turn off	notify	sign

1. _____ a letter or document in company's stationary.

2. _____ your working area before you leave.

3. _____ clients to offer our service.

4. _____ the **attendance** record when you arrive.

5. _____ customers politely.

6. _____ e-mail every day.

7. _____ the lights in your office when you leave.

8. _____ your phone **promptly**.

9. _____ documents by date.

10. _____ your supervisor if you are not able to come to work.

11. _____ a package to a customer.

12. _____ energy by turning off any electric **device** you aren't using.

13. Don't _____ heavy boxes by yourself.

14. Don't _____ any type of food during working hours.

15. Don't _____ with friends during working hours.

Attendance: presence, being there.
Promptly: on time, rapidly.
Device: machine, piece of equipment.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 3

Think about some rules or commands that your mother and father give you at home. Write at least eight of those commands.
Piensa en algunas reglas u órdenes que tus padres te dan en tu casa. Escribe al menos ocho de esas reglas.

Example: Fix your bedroom.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. _____.

8. _____.

Activity 4

Use the words in the box to complete the sentences.
Usa las palabras en el recuadro para completar las oraciones.

place	collect	cover	put	spread	enjoy

1. _____ all the ingredients: 2 slices of bread, one or two slices of ham, one **slice** of cheese, 1 slice of tomato, 1 slice of lettuce, mayonnaise and mustard.

2. _____ some mayonnaise on the side of one slice of bread and some mustard on one side of the other slice of bread.

3. _____ the slices of ham on one of the slices of bread covered with mayonnaise or **mustard**.

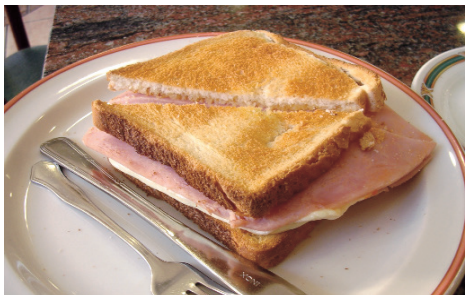
4. _____ the slice of cheese, the slice of tomato and some lettuce over the ham.

5. _____ the slice of bread with all the ingredients with the other slice of bread. Remember to put the side with the mustard or mayonnaise on the ingredients.

6. _____ your sandwich with a cold glass of milk or any beverage of your choice.

Slice: piece, portion.
Mustard: condiment (*mostaza*).

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.



Apply what you have learned

Write the steps in a sequential order to prepare a typical dish of your region. Then, explain the steps on how to make the dish to your classmates. You may use visual aids to make the process clearer. If possible prepare the dish and bring it to class to your presentation.
Escribe en orden los pasos para preparar una comida típica de tu región. Luego explica a tus compañeros los pasos de la receta. Puedes usar recursos visuales para hacer más claro el proceso. De ser posible, elabora el platillo en tu casa y tráelo a tu clase para tu presentación.

Fun challenge

Origami bee. Go to the back of the book and look for a worksheet of an origami bee. Follow the instructions to do it.

Think about what you have learned

In this first part of block III you learned to use some expressions that will help you to follow instructions or directions.
Why is it important to follow orders? Do you show respect when you follow orders? What do you think of having regulations in your classroom, school or community? Write your conclusions and share them with your classmates.

En esta primera parte del bloque III aprendiste a usar expresiones que te ayudarán a seguir instrucciones o indicaciones.
¿Por qué es importante saber seguir instrucciones? ¿Muestras respeto cuando sigues órdenes? ¿Qué piensas acerca de tener reglas para el salón de clases, la escuela y tu comunidad en general? Escribe tus conclusiones y compártelas con tus compañeros.

_____

_____

_____

_____

_____

_____

_____

_____

Learn more

Understand regulations

A rule is a statement that tells you what is or is not allowed in a particular game, situation, etc. It is also an accepted procedure, custom or habit. When you understand regulations, you may not have problems of any kind.

Practice what you are learning

Activity 5

Read the following rules.
Lee las siguientes reglas.

1. Arrive to class on time.
2. Bring your books to class.
3. Participate actively in class.
4. Pay attention in class.
5. Don't disrupt the class.
6. Don't eat in class.
7. Don't use electronic devices in class.
8. Don't forget your material.

Answer the following questions.
Contesta las siguientes preguntas.

a. What are these rules about?

_____

_____.

b. Which of these regulations do you have in your english class?

_____

_____.

c. Which of these regulations in your school are not mentioned here?

_____

_____.

d. What other regulations do you think are missing?

_____

_____.

e. What structural pattern do you observe in these sentences?

_____

_____.

Discuss your answers with your classmates
Comenta tus respuestas con tus compañeros.

Activity 6

In small groups, discuss the regulations that must apply to your teacher.
Write notes and prepare a document called "Teacher's Regulations". Vote and choose the best one. Ask for permission to your teacher and paste it in your classroom wall.
En pequeños grupos, discutan las reglas que deben aplicarse para los maestros. Escriban algunas notas para elaborar el documento "Reglas para los maestros". Elijan el mejor de todos. Pidan permiso a su maestro para pegar estas regulaciones en el salón de clases.

_____

_____

_____

_____.

Activity 7

Research about the regulations that are applied in your community when people drink and drive. Are they clear? Are they useful? Write your opinion about them and add a new regulation. Share your proposal with your classmates.
Investiga acerca de las reglas que aplican en tu comunidad para la gente que bebe alcohol y maneja. ¿Son claras? ¿Son útiles? Escribe tu opinión sobre ellas y añade una nueva regla. Comparte tu propuesta con tus compañeros.

_____

_____

_____

_____

_____

_____.

Apply what you have learned

Work in small groups to find the most common problems that you have in the class and write some advices to solve them.

Trabajen en pequeños grupos para encontrar los problemas más comunes que tienen en su clase y escriban algunos consejos para solucionarlos.

Problems	Advices

Think about what you have learned

In the second part of the block III you learned to understand regulations as well as the importance of them in social relations and communities. Rules are tools that make life easy and peaceful. Are you respectful with regulations? What can you do to teach children and friends to understand and respect these rules? Write down some ideas about it.

En la segunda parte del bloque III aprendiste a entender las reglas y su importancia en las relaciones sociales y dentro de las comunidades. Las reglas son herramientas que hacen la vida más fácil y pacífica. ¿Eres respetuoso de las reglas? ¿Qué puedes hacer para enseñar a los niños y a tus amigos a entender y respetar las reglas? Escribe algunas ideas al respecto.

_____

_____

_____

_____

_____.

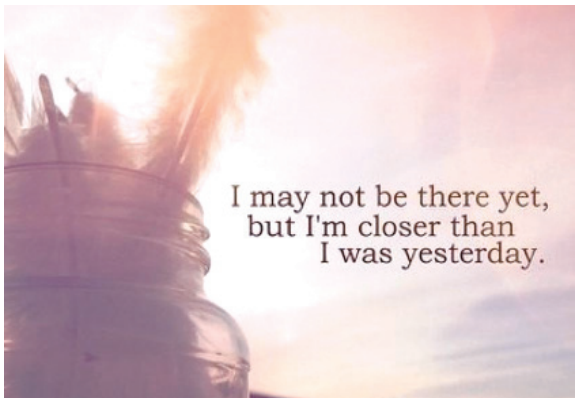
Learn more

Modal verbs

The modal verbs include can, must, may, should, might, shall, would. They are used with other verbs to express ability, obligation, possibility, suggestions and so on.
Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals must and can need substitute verbs to express obligation or ability in the different tenses.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example:

Must I come? (~~*Do I must come?*~~) or He shouldn't smoke (~~*He doesn't should smoke*~~).



Maybe you are wondering what the difference between them is.

Let´s find out: all the auxiliary verbs except be, do and have are called modals. Unlike other auxiliary verbs, modals only exist in their helping form. They cannot act alone as the main verb in a sentence. Study Grammar Box 1.

Grammar Box 1 - Modal verbs		
Modal	**Example**	**Uses**
Can	They can control their own budgets. We can't fix it. Can I smoke here? Can you help me?	Ability / Possibility Inability / Impossibility Asking for permission Request
Might	Your bag might be in the kitchen.	Possibility
May	May I have another cup of coffee? China may become a major economic power.	Asking for permission Future possibility
Must	We must say good-bye now. They mustn't disrupt the work more than necessary.	Necessity / Obligation Prohibition
Shall	Shall I help you?	Suggestion
Would	I would love to visit Cancun.	Unreal or imagined situations
Should	We should sort out this problem at once. I think we should check everything again. Profits should increase next year.	Saying what's right or correct Recommending action Uncertain prediction
Have to	I have to arrive at work at nine o'clock. You have to pass your exams.	Strong obligation Obligation necessary
Could	Could I use your computer? You could see a movie or go out for dinner. Pedro could go to jail.	Request Suggestion Possibility

Practice what you are learning

Activity 8

Complete the following sentences using the correct modal verb.
Completa las siguientes oraciones colocando el verbo modal correcto sobre las líneas.

Example:
*She looks pretty sick. I think she **should** go to a doctor.*
can
should

1. You _____ smoke so much. It's bad for your health.
   can't
   shouldn't
2. Hey I'm lost. _____ you help me?
   Should
   Can
3. You have such a beautiful voice. You _____ sing for us!
   should
   can
4. I know he speaks five languages, but _____ he speak Arabic?
   should
   can
5. I _____ believe that you failed your test!
   can't
   shouldn't
6. I _____ afford that.
   shouldn't
   can't

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Must: "Must" has two functions. First it expresses a strong belief. This belief is not based on fact, but rather on logic. Second, it expresses an obligation.
The negative of must is **"must not"** or the contraction **"mustn't".**
Example: My keys must be around here somewhere.

In this example "**must**" expresses a strong belief that is based on logic.
Example: I must climb Popocatepetl.

In this example **"must"** expresses the obligation to climb Popocatepetl that comes from an internal source (no one external to me is forcing me to do it).

Activity 9

Write 3 sentences using "must".
Escribe 3 oraciones usando "must".

1. _____.

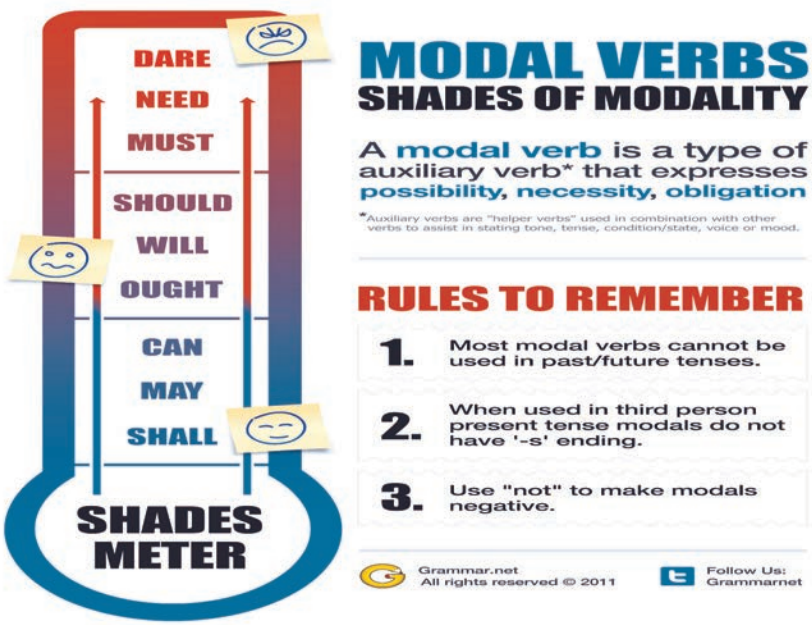
2. _____.

3. _____.

Have to: "Have to" has several functions. First, it expresses a strong belief. This belief is not based on fact, but rather on logic. Second, it expresses an obligation. The source of this obligation is external (coming from your boss, the law, an authority). The negative of have to is **"do not have to"**.

*Example: Maria **has to** win this race to advance to the next round.*
In this example, **"has to"** expresses a strong belief that is based on logic.

*Example: My mother says that I **have to** make my bed.*
In this example **"have to"** expresses an obligation coming from an external source (my mother).



Activity 10

Circle the correct auxiliary modal verb in each sentence.
Encierra en un círculo el verbo auxiliar modal en cada oración.

1. My boss told me that I (have to, must) work overtime this week.

2. I (must, have to) get my hair cut before the dance.

3. She (has to, must) pay monthly rent to live in her apartment.

4. Memo's dad said that he (must, has to) clean his room before he can play.

5. I (have to, must) buy those pretty red shoes.

6. The runner (has to, must) win the race to get a gold medal.

7. The police officer said that I (must, have to) go to jail.

8. I (must, have to) win this game of cards.

9. I (have to, must) become a tennis champion.

10. People (must, have to) eat to live.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 11.1

Read the following dialogue.
Lee el siguiente diálogo.

David: Can you tell me a little about Mexico?
Maria: Yes, sure. What would you like to know?
David: Well, when's the best time to visit Mexico?
Maria: Mmmmmm, you should go in the winter or spring. The weather is nice then. It is not very hot.
David: Really? And, does Mexico have good beaches?
Maria: Yes, the beaches are excellent.
David: Oh, good! And what places should I see?

Maria: You should go to Mexico City. And you shouldn't miss the Mayan Ruins. They are very interesting.
David: Great! I can't wait to go there.

Activity 11.2

¿Do you agree with Maria? Answer the next questions and share your answers with your classmates.
¿Estás de acuerdo con María? Contesta las siguientes preguntas y comparte tus respuestas con tus compañeros.

1. When should David visit Mexico?
2. What can David visit in Mexico?

Activity 11.3

Make a list of some of the most interesting places in Mexico and complete the following chart with the appropriate information.
Elabora una lista de algunos de los lugares más interesantes de México y completa la siguiente tabla con la información adecuada.

Name	Weather	Beaches	Tourist attractions
1.			
2.			
3.			
4.			

Apply what you have learned

You and your group are planning a travel to Mexico city. In small groups discuss the following questions.
En tu grupo están planeando un viaje a la ciudad de México. En pequeños grupos comenten las siguientes preguntas.

- Where should you stay?
- What should you see and do there?
- What places should you avoid?
- Is it safe to use public transportation?
- Should you count money on the streets?
- Is it safe to buy food in the street?
- Is it recomendable to walk alone at night?

Write a brochure giving advices and recommendations to make this visit a safe and enjoyable one. Present it to your teacher and classmates.
Elabora un folleto dando consejos y recomendaciones para hacer la visita segura y agradable. Presenta tu trabajo a tu maestro y a tus compañeros.

htttp://www.mexicocity.gob.mx

Think about what you have learned

In the last part of block III you learned about modal verbs and their grammar structure.
How do you feel when you give an advice or a recommendation to someone you care about? Is it easy or difficult to do it? Write your opinion about it.

En la última parte del bloque III aprendiste acerca de los verbos modales y su estructura gramatical.
¿Cómo te sientes cuando tienes que dar una recomendación o sugerencia a alguien que te importa? ¿Te es fácil o difícil hacerlo? Escribe tu opinión al respecto.

Closure Activity

How to eat healthy

Since the 1980s, with the introduction of processed food in the mexican market, Mexico has had a new problem: obesity. There have been efforts to combat obesity in the country, with the federal government **investing** about 7% of its **budget** on various nutritional programs. Both public and private money has been spent on various campaigns **aimed** at modern eating habits.

In pairs research about the eating habits in your community. Look for the "Dish of Good Food" and create a brochure explaining what people should do to eat healthy. Give advices and recommendations. Use pictures and examples.

Make an oral presentation to your classmates and teacher. Discuss in small groups the importance of teaching adults and children to eat healthy.

En parejas, investiguen acerca de los hábitos alimenticios en tu comunidad. Busca el "Plato del Buen Comer" y elaboren un folleto explicando qué debería hacer la gente para comer sanamente. Den consejos y recomendaciones. Usen imágenes y ejemplos.

Hagan una presentación oral ante sus compañeros y su maestro. Discutan en pequeños grupos la importancia de enseñar a los adultos y a los niños a comer sanamente.

Evaluate your presentation using the following rubric.
Evalúa tu presentación utilizando la siguiente rúbrica.

Investing: spending, putting money on something.
Budget: resources, financial plan.
Aimed: intended, focused.

0-Not met	1-Deficient	2-Sufficient	3-Good	4-Very good	5-Excelent	N/A-Not applicable

Criteria	0	1	2	3	4	5	N/A
1. An effective introduction on the theme is stated.							
2. The purpose, objectives and main ideas are included in the presentation.							
3. Presentation is organized and can be easily followed.							
4. The speaker masters the theme or subject, by explaining the content properly, without making mistakes.							
5. The ideas and arguments in the presentation are well grounded within the resources displayed, consulted or discussed in class.							
6. An appropriate language is used, with, syntactic and grammatical accuracy.							
7. The main ideas or presentation abstract is clear and appropriate.							
8. The objectives or goals announced in the introduction are fulfilled.							
9. The presentation is interesting and entertaining.							
10. The presentation displays creativity.							
11. Diction is clear and nicely toned, without fillers or barbarism.							
12. Effective projection, adequate body language and audience management.							
13. The speaker captures attention and interest of the audience and promotes its participations, depending on the case.							
14. Effective use of technology, visual aids, role play or exercises, according to the subject.							
15. The speaker respects the time assigned; not to extended, nor too brief.							

At the end of the presentation, sum up the obtained points and verify your results on the next chart:

Score	Result
0 - 25 points	Presentation does not fulfill any of the requirements; it has no clarity on the theme or purpose; language does not match the subject, visual resources are not used and the audience shows no interest.
26 – 50 points	Presentation accomplishes some criteria; theme and purpose are clears, yet some ideas are not grounded or related; the audience is partially interested.
51 - 75 points	Presentation satisfies most of the requirements; the subject is clear and the goal is fulfilled. Verbal and body language are correct. The audience shows interest all the time.

Discuss this evaluation and the whole experience with your teacher.
Comenta esa evaluación y toda la experiencia con tu profesor.

Cierre del bloque III

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque III es importante que completes la siguiente tabla de manera consciente y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente
89 - 70% = Requerí apoyo para construir el aprendizaje
69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente
49% o menos = No logré el aprendizaje.

	Contenidos curriculares	Nivel de avance			
		100-90%	89-70%	69-50%	49% o menos
Conceptuales	Conoces actividades escolares, actividades en lugares públicos y actividades de trabajo.				
	Conoces las características y usos del imperativo.				
	Conoces las características y el uso de los verbos modales *should, shouldn't, must, mustn't, can, can't, have, have to, don't have to, may.*				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Procedimentales	Reconoces instrucciones, órdenes, sugerencias y prohibiciones en textos diversos.				
	Aplicas el imperativo y los verbos modales en la redacción de instrucciones, órdenes, sugerencias y prohibiciones.				
	Expresas instrucciones, órdenes, sugerencias y prohibiciones de manera oral en distintas situaciones.				
	Empleas la tecnología para realizar investigaciones.				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Actitudinales	Compartes tus opiniones y escuchas las de tus compañeros con atención.				
	Respetas creencias, valores, ideas y costumbres distintas a las tuyas.				
	Trabajas en equipo de manera colaborativa.				

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus respuestas.
¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque III? ¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro? ¿De qué manera saber cómo seguir instrucciones, entender las reglas y dar recomendaciones y consejos te ayuda a ti, a tu familia y a tu comunidad a tener una mayor calidad de vida y a lograr una mejor convivencia en el ámbito local, nacional y global?

Registro del avance

Competencias genéricas y disciplinares del bloque III

Instrucciones: Al concluir el bloque registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)
M = Medio (Está en vía de desarrollo)
B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.	
	Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.	
	Se comunica en una segunda lengua en situaciones cotidianas.	
	Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.	
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.	

Competencias disciplinares	Nivel de avance
Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.	
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.	
Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Block III. Glossary

Write the new words that you have learned and their definition.

Notes

Block IV

Making plans for the future

Block IV

Making plans for the future

Introduction

In block IV, you will learn to identify and understand ideas in text, as well as to ask for and exchange information related to activities and situations in the future. This will allow you to understand and use grammatical structures related to future communicative situations.

What competences will you develop?

Competencias genéricas	Competencias disciplinares
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas. • *Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.* • *Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.* • *Se comunica en una segunda lengua en situaciones cotidianas.* • *Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.*	Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa. Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.
8. Participa y colabora de manera efectiva en equipos diversos. • *Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.*	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales. • *Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.*	

What is the purpose of Block IV?

You will be able to identify and interpret ideas in texts as well as request and interchange information referring to activities and situations in the future by using the proper grammar structures in communicative circumstances.

What knowledge will you achieve and how?

Curriculum content	Description	Methodology
Conceptual	1. Future plans 2. Be going to 3. Time expressions related to the future. 4. Auxiliary will 5. Predictions	Studying grammar structures. Telling the use of "will" from the use of "going to." Associating the use of time expressions according to future plans.
Procedural	• Requests and gives oral and written information about future plans • Uses proper future tense grammar in diverse communication situations • Uses technology independently to do research	Identifying time expressions. Solving grammar exercises. Making predictions. Discussing ideas with your classmates. Investigating in various sources.
Attitudinal	• Shares opinions and consider others conscientiously • Shows respect towards different believes, ideas values and social customs • Works collaboratively with others	Sharing ideas regarding to your own experience and valuing your classmates'. Working in small groups.

How much time will you need?

You will be able to complete block IV in 12 hours, including the block revision, activities, products and self-evaluation.

Learning evidences

In block IV you will complete the following products that will allow you to see the development of your competencies:

- Short and long term plans comparative chart.
- Predictions about the future (speaking activity).
- Short text about the impact of your present actions in your future.
- Project to solve environmental problems in your community.

What do you know? (Previous knowledge and competencies)

In order to talk about the future, it is important to be able to use verbs for present and past activities. Write a sentence in simple past and a sentence in present simple using each of the verbs from the next box.

Para hablar acerca del futuro, es necesario ser capaz de utilizar los verbos para describir actividades del presente y del pasado. Escribe una oración en pasado simple y una en presente simple utilizando cada uno de los verbos del siguiente recuadro.

work	walk	jump	talk	live
write	practice	dance	play	study

Simple past	Present simple
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Look at the pictures and answer the next questions.
Observa las imágenes y contesta las siguientes preguntas.

1. What objects can you identify in the pictures?

_____

_____.

2. What possible problems can you identify?

_____

_____.

3. What effects will these problems have in your community?

_____

_____.

4. What activities would you like to do to minimize those effects?

_____

_____.

Discuss your answers with your classmates.
Comenta tus respuestas con tus compañeros.

Block IV

Making plans for the future

Can you make a prediction? What do you think block IV is about? Take a look at the **Prediction Chart.** In pairs, complete only "Know" and "Want" columns.
Once you finish block IV, come back to complete the rest of the chart and reflect on what you have learned.

¿Puedes hacer una predicción? ¿De qué piensas que trata el bloque IV? Observa la siguiente tabla. En parejas completen solamente las columnas "Conozco" y "Quiero".
Cuando termines el bloque IV, completa la última columna y reflexiona sobre lo que has aprendido.

Prediction Chart		
Know (What do you already know?)	**Want** (What do you want to know?)	**Learned** (What have you learned?)

Were you able to use verbs in simple past and simple present correctly? Was it easy or difficult to describe the previous pictures and answer the questions? Were you able to discuss your answers with your classmates? Was it useful to write about what you already know and what you want to know in block IV? Discuss the results of these activities with your teacher; it will be useful to focus on your strengths and opportunities.

¿Pudiste utilizar correctamente los verbos en pasado y en presente? ¿Te fue fácil o difícil describir las imágenes previas y contestar las preguntas al respecto? ¿Pudiste comentar con tus compañeros las respuestas a las preguntas? ¿Fue útil el plantear lo que ya conoces y lo que esperas conocer sobre el bloque IV? Comenta los resultados de estas actividades con tu profesor, te servirá para concentrarte en tus fortalezas y oportunidades.

In addition, it is important to identify your level of proficiency in the competencies that you will develop in block IV by answering the next questions. Check (X)
También es importante que identifiques cómo es tu desempeño actual en las competencias que desarrollarás en el bloque IV. Para ello, contesta las siguientes preguntas marcando tu respuesta con una X.

	Siempre	A veces	Nunca
¿Aplicas distintas estrategias comunicativas según quienes sean tus interlocutores, el contexto en el que te encuentras y los objetivos que persigues?			
¿Identificas las ideas clave en un texto o discurso oral e infieres conclusiones a partir de ellas?			
¿Te comunicas en una segunda lengua en situaciones cotidianas?			
¿Manejas las tecnologías de la información y la comunicación para obtener información y expresar ideas?			
¿Aportas puntos de vista con apertura y consideras los de otras personas de manera reflexiva?			
¿Dialogas y aprendes de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de tus propias circunstancias en un contexto más amplio?			

If you answered most of them with “always” then your level of proficiency is high. If you answered most of them with “sometimes” or “never” then you will have to work harder on the achievement of those competencies.

Si la mayoría de tus respuestas fueron “siempre” significa que tu desempeño actual es alto. Si la mayoría fueron “a veces” o “nunca” significa que tienes que trabajar con más empeño para desarrollar esas competencias.

Block IV

Making plans for the future

New Year's Eve: the night before a new year.

Let's begin

A prediction is when you say something that you think will happen in the future. A promise is an action that you make about something that you are going to do. Usually people in Mexico make promises in **New Year's Eve**.

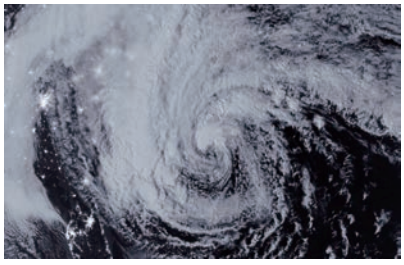
Learn more

Future plans - Be going to

Be going to and **will** are grammatical structures used to talk about future plans, predictions or promises. **Be going to** is used to talk about plans and intentions, is also used informally for making predictions. In Grammar Box 1 you can observe the grammatical rules for different uses of be going to. Remember that when we use verbs in infinitive form we do not add -ing or -ed.

Grammar Box 1	
Time expressions	
Future of going to is formed	**Subject + am/are/is going to + verb in infinitive**
Be going to	
Affirmative **Subject + am/are/is going to + Verb infinitive.**	**Negative** **Subject** + **am/are/is** not going to + **Verb infinitive.**
I am going to play tomorrow. **You are going to play** tomorrow. **He is going to play** tomorrow. **She is going to play** tomorrow. **It is going to play** tomorrow. **We are going to play** tomorrow. **They are going to play** tomorrow.	**I am not going to play** tomorrow. **You are not going to play** tomorrow. **He is not going to play** tomorrow. **She is not going to play** tomorrow. **It is not going to play** tomorrow. **We are not going to play** tomorrow. **They are not going to play** tomorrow.
Interrogative: Yes/No questions **Am/Are/is** + **subject**+ **going to** + **verb infinitive**?	Answers
Am I going to play tomorrow? **Are you going to play** tomorrow? **Is he going to play** tomorrow? **Is she going to play** tomorrow? **Are we going to play** tomorrow? **Are they going to play** tomorrow?	Yes, **I am**/No, **I am** not.

People from different places and different ages make plans. People consider different aspects of the future from short-term or long-term; to tomorrow´s weather; to new technology in the future and how it will affect us. It is important to learn how to talk about plans; this may help you organize different goals.



TIPS

A common error to watch out for is omitting the verb To Be.
Incorrect: we going to watch a movie.
Correct: we are going to watch a movie.

Time expressions are words used at the end or at the beginning of a sentence. In block II, you learned some time expressions mostly used for actions in the past. In Grammar Box 2, you will find some time expressions used for the future.

Grammar Box 2	
Time Expressions used for the future	
Tomorrow Tonight Next Monday/week/month/summer/year In an hour Soon In the near future Way off in the future Eventually This evening/summer Later this evening Tuesday afternoon	**Look at the following examples:** ***Next week*** *I am going to Chiapas.* *I am going to Chiapas next week.* **This summer** *I am going to study english.* *I am going to study english this summer.*

Practice what you are learning

Activity 1.1

Read the next dialogue, and underline **be going to**.
Lee el siguiente diálogo y subraya **be going to.**

Armando: Hi, Lili! Where are you going on holiday next summer?
Lili: I don't know. What about you?
Armando: I am going camping with Alma and Carlos in south of Chiapas. We don't know where yet. We are going to talk about it this weekend.
Lili: That sounds great!
Armando: Well, come with us, then. Let's have a pizza and talk about it. What are you going to do this evening?
Lili: I am going to study for a test with Daniel at 6.30 pm.
Armando: Well, what are you going to do tomorrow evening?
Lili: I am going to clean the house. I have a lot of chores to do.
Armando: What about Saturday evening?
Lili: Yes, Saturday is fine. I am not going to do anything.
Armando: Ok, see you on Saturday evening, then.
Lili: Thanks so much! See you later.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 1.2

Write "T" if the sentence is true or "F" if the sentence is false.
Escribe "T" si la oración es verdadera o una "F" si la oración es falsa.

1. Armando is going camping to California. _____
2. Lili is going to study for a test with Armando. _____
3. Lili is going to clean the house. _____
4. Armando is going to meet Lily on Saturday evening. _____

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 1.3

Identify the time expressions in the previous dialogue, underline them and write a sentence using each one of them.
Identifica las expresiones de tiempo en el diálogo anterior, subráyalas y escribe una oración con cada una de ellas.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

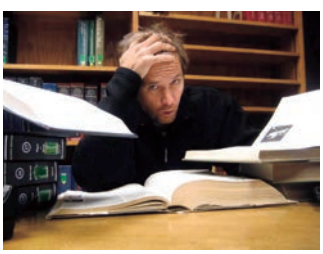
Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 2

Write the number of each phrase in the correct picture.
Escribe el número de cada frase en la imagen correcta.

1. Clean the house
2. Speak english
3. Do the laundry
4. Buy a new car
5. Have children
6. Study for an exam
7. Buy a house
8. Get a new job

_____



_____

_____

_____

_____

_____

_____ _____

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 3

Read the phrases in activity 2 and write them in the correct column.
Lee las frases de la actividad 2 y escríbelas en la columna correcta.

Short term plans	Long term plans

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 4

Match the questions with the correct answer.
Relaciona las preguntas con su respuesta correcta.

1. Where are you going to study?	*Example: (2) Yes, I am. She loves parties.*
2. Are you going to invite Lucy to the party?	( ) Yes, it is. I am going to take an umbrella.
3. What are you going to do on Friday?	( ) He is going to be here at 10 O'clock.
4. Is it going to rain this evening?	( ) I am going to study in the library.
5. When is Fernando going to arrive?	( ) We are going to have dinner.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 5

Unscramble the words to make sentences and number the sentences to make a conversation.
Pon las palabras en orden correcto en cada oración y numera las oraciones para formar una conversación.

___. are going What to see? you

What are you going to see?

_____

___. to the movie theater. to going go We are

_____

___. going the new We are Fast and the Furious movie. to see

_____

1. you going this afternoon? to do What are

_____

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Block IV

Making plans for the future

Apply what you have learned

Look at the short-term and long-term plans chart and mark (X) in the column of your choice.

Observa la siguiente tabla sobre planes a corto y a largo plazos y escribe una X en la columna que elijas.

Short term plans			
Are you going to….	*Yes, I am.*	*I am not sure.*	*No, I am not.*
eat out tonight?			
see your friends on the weekend?			
play a sport on Saturday?			
work this weekend?			
Long term plans			
Are you going to….	*Yes, I am.*	*I am not sure.*	*No, I am not.*
start your own business?			
learn to speak French?			
visit another country?			
buy a car?			

Choose a classmate and talk about what both of you are going to do. If possible, record your conversation and listen to it. Check if you are able to ask and answer each other questions using **be going to** correctly.

*Escoge a un compañero y conversen sobre lo que los dos van a hacer en el futuro. Si es posible, graba la conversación y escúchala. Revisa si eres capaz de preguntar y responder cada pregunta usando **be going to** de manera correcta.*

Think about what you have learned

In the first part of block IV you learned about how to use **be going to** and time expression, in order to describe plans and intentions. How can identifying short-term and long-term plans help you to organize and plan your own personal and professional goals? Discuss it with your classmates.

*En la primera parte del bloque IV aprendiste a utilizar **be going to** así como expresiones de tiempo, para describir planes e intenciones. ¿De qué manera identificar planes a corto y largo plazos te ayuda a organizar y planear tus metas personales y profesionales? Coméntalo con tus compañeros.*

Learn more

Auxiliary will - Predictions

Another grammar structure used to talk about the future time is ***will***. ***Will*** is an alternative for ***going to*** when making predictions. Will is a little more formal than going to for predictions. ***Will*** is also used to talk about decisions made at the moment of speaking. In a daily conversation ***will*** is generally used in contracted form. Using the full form usually makes the speaker sound more formal.
In Grammar Box 3 you can see the use of ***will*** for predictions.

Grammar Box 3	
Use of Will for predictions	
Affirmative Form **Subject + will + verb in base form**	**Negative Form** **Subject + will not + verb in base form**
I **will** play tomorrow. You **will** play tomorrow. He **will** play tomorrow. She **will** play tomorrow. It **will** play tomorrow. They **will** play tomorrow. We **will** play tomorrow.	I **will not** play tomorrow. You **will not** play tomorrow. He **will not** play tomorrow. She **will not** play tomorrow. It **will not** play tomorrow. They **will not** play tomorrow. We **will not** play tomorrow.
Contracted Form **´ll**	**Contracted Negative Form** **won´t**
I**´ll** play tomorrow. You**´ll** play tomorrow. He**´ll** play tomorrow. She**´ll** play tomorrow. It**´ll** play tomorrow. We**´ll** play tomorrow. They**´ll** play tomorrow.	I **won´t** play tomorrow. You **won´t** play tomorrow. He **won´t** play tomorrow. She **won´t** play tomorrow. It **won´t** play tomorrow. We **won´t** play tomorrow. They **won´t** play tomorrow.
Interrogative Form Yes/no questions **Will** + subject + verb in base form	**Will** I speak? **Will** you speak? **Will** he/she/it speak? **Will** they speak? **Will** we speak?
Will is used to: 1. Make predictions: It **will** rain. 2. Make offer: I **will** do the dishes if you want. 3. Make a promise: I **will** get here on time.	

Read the following questions and write your answers.
Lee las siguientes preguntas y escribe tus respuestas.

1. How will the weather be like today?

_____.

2. How will the weather be like next month?

_____.

Practice what you are learning

Spring	Summer
Autumn	Winter

Activity 6

Use the adjectives in Box A to write sentences that describe the weather for the next four seasons.

Usa los adjetivos del siguiente cuadro para escribir oraciones que describan el clima de las próximas cuatro estaciones.

Box A

windy/breezy	cold/cool	hot/warm
rainy/wet	sunny/bright	cloudy/dull

Example:
Next summer it will be sunny and warm.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

Block IV

Making plans for the future

Activity 7

Put the letter of the correct picture next to the words in Box B.
Escribe la letra de la imagen correcta junto a cada palabra del cuadro B.

Box B

_____ umbrella	_____ sunglasses	_____ boots
_____ raincoat	_____ swimsuit	_____ scarf
_____ sweater	_____ hat	

a.

b.

c.

d.

e.

f.

g.

h.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 8

Complete the sentences with the correct words from Box A and Box B.
Completa las oraciones con las palabras correctas de los Cuadros A y B.

1. It is going to rain tomorrow, you will need to take your _____ and your_____.

2. You should put on your _____ It is going to be _____ outside.

3. It is going to be _____ today. You do not need to take your_____.

4. We are going to the beach tomorrow, take your_____ and _____. It is going to be_____.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 9

Discuss the following questions with a classmate.
Comenta las siguientes preguntas con un compañero.

1. Which things will you need if it starts to rain?

3. Which things will you need if the weather gets colder?

4. Which things will you need next time you go to the beach?

Activity 10

Practice the next conversation with a partner. Circle the predictions. Change the predictions to **will** and practice it again (review Grammar Box 3).
*Practica la siguiente conversación con un compañero. Encierra en un círculo las predicciones. Cambia las predicciones a **will** y practiquen nuevamente la conversación (revisa la Tabla Gramatical 3).*

Fabiola: Do we have everything ready for the beach?
Diego: Sure. Everything is ready.
Fabiola: So you think it´s going to rain?
Diego: No, they say it´s going to be hot.

Fabiola: Are you going to take your umbrella?
Diego: No, I don´t think it's going to rain.
Fabiola: No, I mean your beach umbrella for the sun.
Diego: Oh, I see. Yes, I almost forgot it.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

There are many environmental problems in our world. There are many reasons for these problems. Think about the types of energy we use like oil, gas, electricity and so forth.

Activity 11

Match the following words with the correct picture.
Relaciona las siguientes palabras con la imagen correcta.

Oil

Natural gas

Coal

Nuclear energy

Wood

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Activity 12

Read the following text and answer the questions.
Lee el siguiente texto y contesta las siguientes preguntas.

The Sources of Renewable Energy

Renewable power is a very important topic today. Using a renewable source of electricity it will help you to save a lot of money and it will also help make this Earth a better place to live in. Renewable energy is a form of electricity that doesn't use the non-renewable natural resources of the Earth. Non-renewable sources of energy are resources such as fossil fuels like oil, natural gas, coal, nuclear, wood, etc.

Alternative energy sources such as wind, solar, hydro, and **geothermal** are all examples of renewable power. You can use as much sunlight as you want, but the sun will keep on shining and provide us with more energy to use. If we use the wind or the water to make the turbines rotate, we can always get more wind blowing or water flowing, and they never get used up.

Sources like fossil fuels and other non-renewable sources often cause heavy pollution, causing trouble for the Earth, making it dirty and polluted. The ecology gets affected when a resource gets used up. It is also important to preserve energy by switching off **appliances** and lights when not being used.

(Article adapted from: http://EzineArticles.com/2368322).

Sources: original or first-hand material.
Renewable energy: a type of energy that uses alternative resources.
Geothermal: heat from the Earth.
Appliances: electrical things we use at home.

1. What is renewable energy? _____

_____.

2. What are examples of non-renewable sources of energy?

_____.

3. What are examples of renewable sources of energy?

_____.

4. What two elements make turbines rotate? _____.

5. What are the effects of fossil fuels and non-renewable sources?

_____

_____.

6. What are some ways to preserve energy?

_____

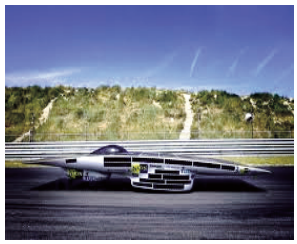
_____.

Check your answers in the Answer Key.
Comprueba tus respuestas en la Clave de Respuestas.

Fun challenge

Research where people are using these forms of renewable energy and write them in the space beside the word. You can review the next Web Pages for completing this challenge:
www.renewableenergyworld.com
www.map.ren21.net/

Solar
_____
Wind
_____
Biomass
_____
Geothermal
_____
Water
_____



Apply what you have learned

Make groups of four students. Each group gets one of the topics: food, clothes, schools, houses, TV. You have to think about life 20 years from now and write as many predictions about the topic using **will**. You have 5 minutes to do this task. Then ask one member of the group to read the predictions to the class. The team with the most predictions wins.

*Hagan equipos de cuatro estudiantes. Cada grupo tendrá uno de los siguientes temas: comida, ropa, escuelas, casas, TV. Piensen en cómo será la vida dentro de 20 años y escriban predicciones sobre el tema asignado, usando **will**. Tienen 5 minutos para completar esta tarea. Después escojan a un miembro de cada equipo para presentar las predicciones al resto del grupo. El equipo que tenga más predicciones es el que gana.*

Think about what you have learned

In this last part of block IV you learned to make predictions. What will be the effect of your present actions as a young person on your future? What will you do to become a responsible happy adult? Write your ideas in the following lines and discuss it with your classmates.

En la última parte del bloque IV aprendiste a hacer predicciones. ¿Qué efecto tendrán tus acciones como joven, en tu futuro? ¿Qué harás para convertirte en un adulto responsable y feliz? Escribe tus ideas en las siguientes líneas y coméntalas con tus compañeros.

_____

_____

_____.

Closure Activity

Project

What **environmental** problems do you identify in your community?
In small groups do some research on how you could solve environmental problems in your community. Consider the following points for your investigation:

- Describe the most important environmental problem (water pollution, air pollution, garbage, chemical pollution, **deforestation**.)
- How is this problem affecting your community?
- What will happen if this doesn´t change?
- What proposal can you make to help your community to solve this environmental problem? Describe in detail.

Block IV

Making plans for the future

Make sure you use **going to**, **will** and **time expressions** to talk about the possible effects of the environmental problem and the possible solutions.

Present your project to your teacher.

Environmental: referring to the surroundings or conditions in which a person, animal, or plant lives.
Deforestation: destruction of large areas of forest.

Proyecto
¿Qué problemas ambientales identificas en tu comunidad?

En pequeños grupos investiga cómo podrían resolver los problemas ambientales en tu comunidad. Consideren los siguientes puntos en tu investigación
• Describan el problema ambiental más importante (contaminación del agua o del aire, problemas de basura, contaminación química, deforestación.)
• ¿Cómo está afectando ese problema ambiental a su comunidad?
• ¿Qué pasará si esta situación no cambia?
• ¿Qué propuesta pueden hacer a su comunidad para ayudarle a resolver ese problema ambiental? Describe detalladamente.

*Asegúrense de usar **going to, will** y las **expresiones de tiempo** para comentar los posibles efectos del problema ambiental así como sus posibles soluciones.*

Presenten su proyecto a su maestro.

Optional

Take it further:
You can create posters to promote possible solutions for the environmental problems found in your community.

Si lo deseas:
Puedes elaborar carteles para promover posibles soluciones a problemas ambientales identificados en tu comunidad.

Hesitate: stop briefly before you do something especially because you are nervous or unsure.

Evaluate your project using the following criteria.

Evalúa tu proyecto usando la siguiente rúbrica.

Aspects of evaluation	Excellent 4	Good 3	Fair 2	Unsatisfactory 1
Content **Describes environmental problems.**	I can describe the environmental problems using 6 or more adjectives.	I can describe the environmental problems using 4-5 adjectives.	I can describe the environmental problems using 2-3 adjectives.	I cannot describe what is required.
Use of language (going to, will)	I can use going to and will to talk about 6 or more effects of the environmental problem.	I can use going to and will to talk about 4-5 effects of the environmental problem.	I can use going to and will to talk about 3-4 of the environmental problem.	I cannot use going to and will to talk about the effects of the environmental problem.
Speaking **Fluency/ Pronunciation**	I speak fluently most of the time and pronunciation mistakes don´t affect the message.	I can speak fluently with few **hesitations**, pronunciation mistakes don´t affect the meaning.	I hesitate several times, and make several pronunciation mistakes that affect the meaning of my message.	I hesitate many times and have many pronunciation mistakes. I can´t express my message.
Oral presentation Time	My presentation lasts 4-5 minutes.	My presentation lasts 3-4 minutes.	My presentation lasts 1-2 minutes.	My presentation lasts less than a minute.
Organization	My presentation has an introduction, body and conclusion.	My presentation only has an introduction and body, it doesn´t have a conclusion.	My presentation doesn´t have and introduction or conclusion. It only has a body.	My presentation is not clearly organized. There is no introduction or conclusion. It is a vague message.
Total Points				

5 points	**Unsatisfactory**
6 - 10 points	**Fair**
11 – 15 points	**Good**
16 - 20 points	**Excellent**

Cierre del bloque IV

Reflexiona sobre lo aprendido

Para valorar el nivel de avance que has logrado en el bloque IV es importante que completes la siguiente tabla de manera consciente y honesta. Pon una X en la casilla correspondiente.

Interpretación del nivel de avance:

100 - 90% = Lo logré de manera independiente
89 - 70% = Requerí apoyo para construir el aprendizaje
69 - 50% = Fue difícil el proceso de aprendizaje y sólo lo logré parcialmente
49% o menos = No logré el aprendizaje.

		Nivel de avance			
	Contenidos curriculares	100-90%	89-70%	69-50%	49% o menos
Conceptuales	Conoces las características, diferencias y usos de “will” y “be going to”.				
	Conoces expresiones de tiempo que se utilizan para el futuro.				
	Comprendes el uso del auxiliar “will” para hacer predicciones.				

Block IV

Making plans for the future

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Procedimentales	Compartes y solicitas información de manera oral y escrita sobre planes a futuro.				
	Aplicas las estructuras gramaticales para elaborar planes futuros y hacer predicciones.				
	Empleas la tecnología para realizar investigaciones.				

	Contenidos curriculares	Nivel de avance 100-90%	89-70%	69-50%	49% o menos
Actitudinales	Compartes tus opiniones y escuchas las de tus compañeros con atención.				
	Respetas creencias, valores, ideas y costumbres distintas a las tuyas.				
	Trabajas en equipo de manera colaborativa.				

Recuerda completar la última columna (Learned) de la Tabla de Predicciones de la página 130 (Prediction Chart).

Finalmente

Reflexiona sobre las siguientes preguntas y escribe tus conclusiones personales.

¿Cuáles fueron los aprendizajes más significativos que lograste en el bloque IV?

¿Cómo puedes aplicar lo que has aprendido en tu vida actual y en el futuro?

¿En qué forma el ser capaz de hablar sobre el futuro te ayuda a sustentar opiniones con apertura y a considerar los puntos de vista de otros en forma reflexiva?

Registro del avance

Competencias genéricas y disciplinares del bloque IV

Instrucciones: Al concluir el bloque registra el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Utiliza la siguiente escala:

A = Alto (Desarrollada)
M = Medio (Está en vía de desarrollo)
B = Bajo (No la he desarrollado)

Competencias genéricas	Atributos	Nivel de avance
4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.	Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.	
	Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.	
	Se comunica en una segunda lengua en situaciones cotidianas.	
	Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.	
8. Participa y colabora de manera efectiva en equipos diversos.	Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.	
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales.	Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.	

Competencias disciplinares	Nivel de avance
Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una lengua extranjera sobre los planes a futuro de las personas.	
Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, para hacer predicciones y tomar decisiones espontáneas.	
Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.	
Utiliza las tecnologías de la información y la comunicación para investigar, resolver problemas, producir materiales y presentarlos.	

Al completar la tabla preséntala a tu profesor y valoren los avances registrados.

Block IV. Glossary

Write the new words that you have learned and their definition.

Notes

Notes

Glossary

- **Aimed:** intended, focused.
- **Appliances:** electrical things we use at home.
- **Attendance:** presence, being there.
- **Brochure:** information sheet about a theme or a place.
- **Budget:** resources, financial plan.
- **Deforestation:** destruction of large areas of forest.
- **Device:** machine, piece of equipment.
- **Enormous:** very big, giant.
- **Environmental:** referring to the surroundings or conditions in which a person, animal or plant lives.
- **Ferocious:** fierce, aggressive.
- **Flows:** goes, develops.
- **Geothermal:** heat from the Earth.
- **Hesitate:** stop briefly before you do something specially because you nervous or unsure.
- **Investing:** spending, putting money on something.
- **Mood:** humor, disposition.
- **Mustard:** condiment (mostaza).
- **New Year's Eve:** the night before a new year.
- **Passersby:** pedestrians, people walking down the street.
- **Promptly:** on time, rapidly.
- **Pursue:** follow, persecute, chase.
- **Renewable energy:** a type of energy that uses alternative resources.
- **Research:** investigate, find more information.
- **Screen:** display, panel.
- **Slice:** piece, portion.
- **Smoothly:** easily, well.
- **Sources:** original or first-hand material.
- **Surpasses:** exceeds or beats.
- **Track suit:** pants, clothes for doing exercise.
- **Tray:** flat container to hold things.
- **Unusual:** not very common, exceptional, out of ordinary.

Appendix 1

Answer key

Block I. Comparing people, objects and places

Dear diary.
I am having fun in Guanajuato. I have new friends, Alicia is the nicest girl in our group and Pedro is the funniest, he makes me laugh every day with his jokes. Guanajuato is a beautiful colonial city. The shoes and jackets are very cheap. I enjoy walking down the streets of Guanajuato while listening to the estudiantina. The estudiantina plays cheerful music. One of the things I want to see is the Museum of the Mummies. This museum is one of the most interesting museums in the world and probably the scariest of them all!

Activity 1.2

1. Bob is **younger** (young) than Homero.
2. Homero is **older** (old) than Alicia.
3. Alicia is **slimmer** (slim) than Bob.
4. Bob is **shorter** (short) than Homero.
5. Homero is **fatter** (fat) than Bob.

Activity 4.1

Hassam	**Raj**	**Tere**	**Sayuri**	**Sergio**

Activity 6.1

1. Vegetables
2. Fruits
3. Clothes
4. Spices

Activity 7.1 - Activity 7.2

Assistant: Hello. **Can I help you**?

Laura: Yes, please.

You have the most beautiful dress in the window.

Assistant: This one?

Laura: Yes. Can I try it on, please?

Assistant: Yes, what size are you?

Laura: **Medium, I think.**

Assistant: Here, try it on.

Appendix 1

Laura: Oh. It doesn´t fit. It is very big. Have you got a smaller one?
Assistant: Sorry, that is *the smallest* size. What about this one? Do you want to try it on?
Laura: **No, I don't like it in black.**
Assistant: Look at this one. The color is *nicer* and it is *less expensive than* the black one.
Laura: Ok, How does it look?
Assistant: Great! It looks very pretty.
Laura: **How much does it cost?**
Assistant: It cost $200 pesos. It's *the cheapest* dress in this shop.
Laura: Great! I will take it. **Can I pay it by credit card?**
Assistant: Yes, you can pay over there.
Laura: Thank you very much.

Activity 8.1

dress	l	mini skirt	k	high heels	e	bikini	j	hat	a
sweatshirt	f	shorts	i	vest	b	sandals	p	t-shirt	r
sunglasses	o	socks	h	bathing suit	g	shoes	q	boots	d
tennis shoes	n	coat	m	jeans	c				

Activity 9

1. Their car is not as modern as yours.
2. My coat is not as expensive as your sweater.
3. The boots are not as comfortable as the tennis shoes.

Activity 11

1. **Mexico City** is cheaper than **Monterrey.**
2. **Monterrey** is less crowded than **Mexico City.**
3. **Monterrey** is less polluted than **Mexico City.**
4. **Mexico City/Monterrey** is as busy as **Monterrey/Mexico City.**
5. **Monterrey** is hotter than **Mexico City.**
6. **Monterrey** is not as nice as **Mexico City.**
7. **Monterrey** is less chaotic than **Mexico City.**

Activity 12

1. My bus ticket to Guadalajara was **more expensive** than your ticket to Veracruz.
2. Mexico City is a **livelier** city than Leon.
3. Estadio Azteca is **bigger** than Estadio Universitario.
4. Cancun is **hotter** than Hermosillo.
5. Guanajuato is not **as polluted as** Mexico City.

Activity 14

Positive	Negative
clean	polluted
cheap	stressfull
quiet	crowded
friendly	expensive
interesting	dangerous
relaxing	boring
lively	unfriendly
safe	noisy
warm	

Appendix 1

Block II. Relating important moment of the past

table run he swim school teacher dog

play bottle town work bed computer fly

play got find cry took build did is/are
talked mix shared use visit imagine rang
spoke become listened chose put went cook

1. Get - **got**
2. Take - **took**
3. Do - **did**
4. Talk - **talked**
5. Share - **shared**
6. Ring - **rang**
7. Speak - **spoke**
8. Listen - **listened**
9. Choose - **chose**
10. Put - **put**
11. Go - **went**

Activity 1

1. I **was** very happy to see you.
2. My parents **were** on holiday in Mexico City.
3. The hotel **was** beautiful, but the beach **was** dirty.
4. We **were** at home on Saturday.
5. I **was** really thirsty, but there was no water.
6. **Were** your parents on vacation?
7. **Was** Maria in the school?
8. **Were** they friends?

Activity 2

1. Isn't / is
2. Is / isn't
3. Are / aren't
4. Is / isn't
5. Is / is
6. Is / isn't
7. Isn't / is
8. Are / aren´t

Activity 4

Pedro: Hi Alicia, what **did** (i) you do last weekend?

Alicia: I **did** (i) a lot of things. On Saturday, I **went** (i) shopping.

Pedro: What **did** (i) you buy?

Alicia: I **bought** (i) some new clothes. I also **played** (r) football soccer.

Pedro: Who **did** (i) you play with?

Alicia: I **played** (r) with Ricardo and his friends.

Pedro: **Did** (i) you win?

Alicia: Of course we **won** (i)!

Pedro: What **did** (i) you do after your football soccer match?

Alicia: Well, I **went** (i) home and **took** (i) a shower and then **went** (i) out.

Pedro: **Did** (i) you eat in a restaurant?

Alicia: Yes, my friend Raul and I **ate** (i) at 'El Molcajete".

Pedro: **Did** (i) you enjoy your dinner?

Alicia: Yes, we **enjoyed** (r) our dinner very much thank you. We also **drank** (i) some wonderful horchata!

Appendix 1

Pedro: Unfortunately, I **didn't** go out this weekend. I **didn't**
i i
eat in a restaurant and I **didn't** play football soccer.
i
Alicia: What **did** you do?
i
Pedro: I **stayed** home and **studied** for my test!
r r
Alicia: Poor you!

Regular verbs	Irregular verbs
play	do
enjoy	go
stay	buy
study	win
	eat
	drink

Activity 7

1. Last year I **went** to Mazatlan on holiday.
2. It **was** fantastic.
3. I **visited** lots of interesting places. I **was** with two friends of mine.
4. In the mornings we **walked** in the streets of Mazatlan.
5. In the evenings we **went** to seafood restaurants.
6. The weather **was** wonderful.
7. It **did not** rain a lot.
8. But we **saw** some beautiful rainbows.
9. Where **did** you spend your last holiday?

Activity 10

1. an hour ago
2. last night
3. yesterday evening
4. yesterday afternoon
5. yesterday morning
6. last week
7. last month
8. last year
9. in 1974

Activity 13

1. Cacho was happy outside.
2. He sat on a bench all the time.
3. He ran and jumped and pursued some passerby. He also destroyed some pieces of furniture.
4. He had a glass of milk and a piece of toast.
5. It was very cold.
6. He decided it was time to go home when his hands were frozen.

Activity 14

1. Wake – Woke
2. Find – Found
3. Want – Wanted
4. Is – Was
5. Have – Had
6. Brush – Brushed
7. Put – Put
8. Go – Went
9. Walk – Walked
10. Run – Ran
11. Jump – Jumped
12. Pursue – Pursued
13. Destroy – Destroyed
14. Seat – Sat
15. Decide – Decided
16. Pull – Pulled
17. Manage – Managed
18. Arrive – Arrived
19. Realize – Realized
20. Stay – Stayed

Appendix 1

Block III. Following instructions and understanding rules

listen school write slow book house on come light door tall dog
expensive take milk girl stop night speak down pants music yes

Activity 1

1. First, you need to ***turn on*** the photocopier.
2. Then you ***put*** the face of the paper that you want to copy on the screen of the copier.
3. Next, you need to ***select*** the paper size and how many copies you want.
4. After that, you ***push*** the start button and the copier starts working.
5. Finally, ***pick up*** the papers from the tray.
6. Don't forget to ***turn off*** the machine when you finish.

Activity 2

1. **File** a letter or document in company's stationary.
2. **Clean** your working area before you leave.
3. **Notify** clients to offer our service.
4. **Sign** the attendance record when you arrive.
5. **Assist** customers politely.
6. **Check** e-mail every day.
7. **Turn off** the lights in your office when you leave.
8. **Answer** your phone promptly.
9. **Type** documents by date.
10. **Call** your supervisor if you are not able to come to work.
11. **Send** a package to a customer.
12. **Save** energy by turning off any electric device you aren't using.
13. **Don't carry** heavy boxes by yourself.
14. **Don't eat** any type of food during working hours.
15. **Don't cha**t with friends during working hours.

Activity 4

1. Collect
2. Spread
3. Put
4. Place
5. Cover
6. Enjoy

Activity 8

1. shouldn´t
2. Can
3. should
4. can
5. can´t
6. can´t

Activity 10

1. My boss told me that I (**have to**, must) work overtime this week.
2. I (must, **have to**) get my hair cut before the dance.
3. She (has to, **must**) pay monthly rent to live in her apartment.
4. Memo's dad said that he (**must,** has to) clean his room before he can play.
5. I (**have to,** must) buy those pretty red shoes.
6. The runner (has to, **must**) win the race to get a gold medal.
7. The police officer said that I (**must**, have to) go to jail.
8. I (must, **have to**) win this game of cards.
9. I (**have to**, must) become a tennis champion.
10. People (**must**, have to**)** eat to live.

Appendix 1

Block IV. Making plans for the future

Activity 1.1

Armando: Hi, Lili! Where are you going on holiday next summer?
Lili: I don't know. What about you?
Armando: I am going camping with Alma and Carlos in south of Chiapas. We don't know where yet. We are going to talk about it this weekend.
Lili: That sounds great!
Armando: Well, come with us, then. Let's have a pizza and talk about it. What are you going to do this evening?
Lili: I am going to study for a test with Daniel at 6.30 pm.
Armando: Well, what are you going to do tomorrow evening?
Lili: I am going to clean the house. I have a lot of chores to do.
Armando: What about Saturday evening?
Lili: Yes, Saturday is fine. I am not going to do anything.
Armando: Ok, see you on Saturday evening, then.
Lili: Thanks so much! See you later.

Activity 1.2

1. F
2. F
3. T
4. T

Activity 1.3

1. Next summer
2. This weekend
3. This evening
4. Tomorrow evening
5. Saturday evening

Activity 2

7	6	1
5	3	8
2	4	

Activity 3

Short term plans	Long term plans
study for a test do laundry clean the house	have children get a new job buy a new car buy a house speak english

Activity 4

1. (2)
2. (4)
3. (5)
4. (1)
5. (3)

Activity 5

1. What are you going to do this afternoon?
2. We are going to go to the movie theater.
3. What are you going to see?
4. We are going to see the new Fast and the Furious movie.

Activity 7

h umbrella	**e** sunglasses	**a** boots
g raincoat	**b** swimsuit	**c** scarf
d sweater	**f** hat	

Activity 8

1. It is going to rain tomorrow, you will need to take your **raincoat** and your **umbrella**.
2. You should put on your **sweater**. It is going to be **cold** outside.
3. It is going to be **cloudy** today. You do not need to take your **sunglasses/hat.**
4. We are going to the beach tomorrow, take your **swimsuit** and your **sunglasses/hat**. It is going to be **sunny.**

Appendix 1

Activity 10

Fabiola: Do you have everything for the beach? Diego: Sure. Everything is ready. Fabiola: So you think it´s **going to rain?** Diego: No, they say it´s **going to be hot.** Fabiola: Are you **going to take** your umbrella? Diego: No, I don't think it´s **going to rain.** Fabiola: No, I mean your beach umbrella for the sun. Diego: Oh, I see. Yes, I almost forgot it.	Fabiola: Do you have everything for the beach? Diego: Sure. Everything is ready. Fabiola: So you think it **will rain**? Diego: No, they say it **will be** hot. Fabiola: **Will you take** your umbrella? Diego: No, I don't think it **will rain**. Fabiola: No, I mean your beach umbrella for the sun. Diego: Oh, I see. Yes, I almost forgot it.

Activity 11

oil	
natural gas	
coal	
nuclear energy	
wood	

Activity 12

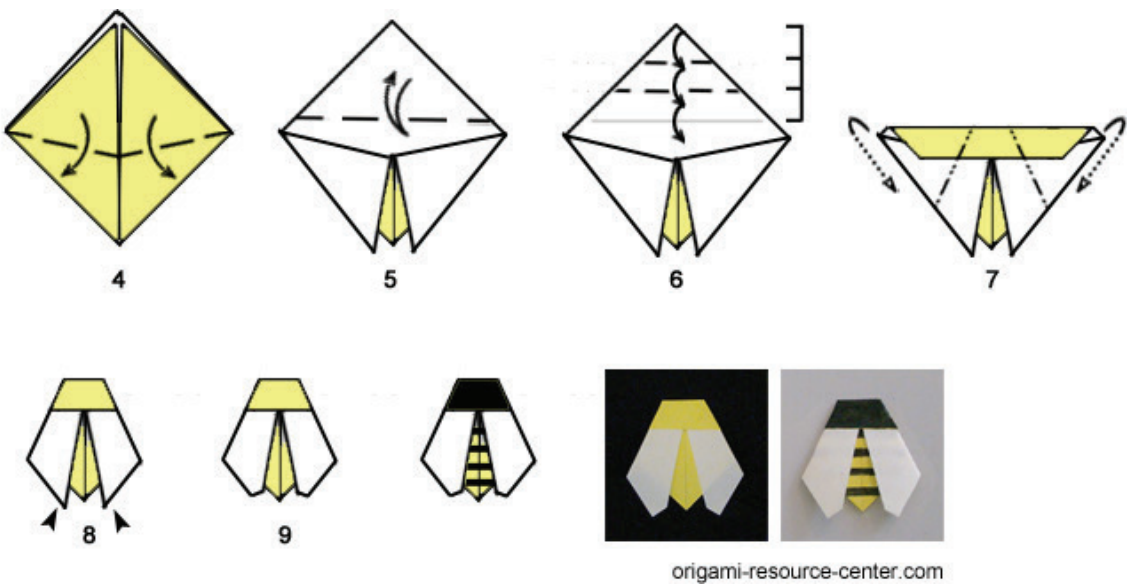
1. Renewable energy is a form of electricity that doesn't use the non-renewable natural resources of the Earth.
2. Fossil fuels like oil, natural gas, coal, nuclear, wood.
3. Wind, solar, hydro, and geothermal.
4. Wind, water.
5. Heavy pollution, causing trouble for the Earth, making it dirty and polluted. The ecology gets affected when resources get used up.
6. By switching off appliances and lights when not being used.

Appendix 2

Easy Origami Bee

1. Start with a square sheet of paper that is yellow on one side and white on the back side. You ***must*** cut it in half along the diagonal to get an isosceles triangle. You ***can*** also use a square sheet of paper, but starting with a triangle allows the wings to be a different color compared to the body of the bee.
2. You ***should fold*** it in half and unfold.
3. Fold up the two bottom corners so the corners ***must*** meet at the peak of the triangle.
4. Fold the two corners back down, except fold them at a bit of an angle so the corners ***should be*** slightly away from one another like the wings of a bug.
5. Fold down the top of the triangle; don't fold down exactly in half. You ***should*** leave a small gap as shown. Unfold it.
6. Fold down the top section of the triangle into thirds. Then fold down once more along the crease made above.
7. You ***have to*** fold back the left & right sides of the model to form the body of the bee.
8. You must fold the tips of the wings a little. It ***must not*** be too pointy.
9. You can leave it like this, or you ***can*** use a marker to color the head black and put stripes across the bee's back.

Easy Origami Bee is done!



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Notes

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