



Diana Jones

Teacher's Guide

3

SETUP

NEW DGB PROGRAM

GENERAL OUTCOME

In this unit, students will explore and practice the use of the simple past of regular and irregular verbs, practice the use of *used to* in affirmative, negative, and interrogative forms, and develop awareness about sequencing past experiences and events in order to reflect on the habits and customs in different times and contexts.

Students will also become aware of the importance of helping others and of having good attitudes toward others, even if they have different perspectives and opinions.

ATTITUDES

This unit fosters the development of the following attitudes:

- The student has a collaborative interaction with his / her peers.
- The student listens actively when interacting with others.
- The student communicates assertively and empathetically.

To activate students' prior knowledge, carry out the activation activity provided. Encourage them to think of particular events or situations, then create a story based on it, and finally, share it with the group. Ultimately, encourage them to discuss whether these experiences were similar or different, and if so, why. This activity will set the context for students to begin sharing experiences, life habits, and past events during the rest of the unit.

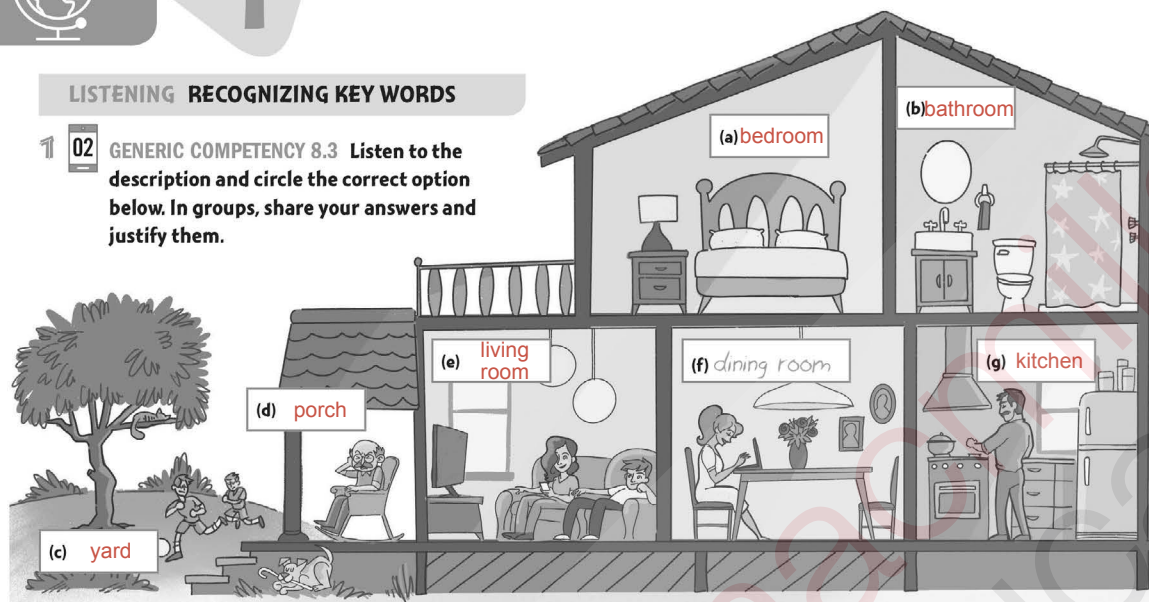
**LIFE
MEMORIES**

- 1 In groups, choose any of these situations: a musical festival you attended, the best moment / vacation of your life, or good childhood memories.**
- 2 Tell your partners about the situation you chose. Ask and answer questions.**
- 3 Were your memories similar? Why?**



LISTENING RECOGNIZING KEY WORDS

1 **02** **GENERIC COMPETENCY 8.3** Listen to the description and circle the correct option below. In groups, share your answers and justify them.



- a What was missing from the porch?
 - 1 Grandpa's walking cane.
 - 2 The dog.
- b What does Grandpa think happened?
 - 1 He forgot his cane upstairs.
 - 2 Someone from his family took it.
- c What did everyone have when he asked them?
 - 1 A problem.
 - 2 An alibi.
- d Was anyone near the porch?
 - 1 No, there wasn't.
 - 2 Yes, Amber was near.
- e Where was Amber?
 - 1 Under the porch.
 - 2 In the kitchen.
- f What did the family want to do for Grandpa?
 - 1 Help him.
 - 2 Trick him.

VOCABULARY HOUSE ROOMS AND FURNITURE

2 In pairs, label the parts of the house in Activity 1 with the words from the box.

yard bathroom bedroom dining room kitchen porch living room

3 In small groups, read the groups of words and circle the odd one out. Use a dictionary, if necessary.

- a living room: armchair TV refrigerator sofa
- b dining room: chairs bed table lamp
- c kitchen: stove refrigerator bathtub cabinet
- d bedroom: bed sink side table closet
- e bathroom: stove bathtub toilet sink



ONLINE. Visual dictionaries available on the Internet are helpful tools to understand vocabulary in context. You can go to <http://edutics.mx/5of>

LISTENING

Encourage students to look at the picture of the house and use their background knowledge on rooms, furniture, and family members to describe the scene. Point out that describing the scene and reading the questions before they listen are useful strategies to activate key words that will help them contextualize to understand better. The next activity deals with rooms in the house and the furniture found in each one. Recommend the use of visual dictionaries to your students. Remind them that visual dictionaries are arranged by topic, showing the word as a picture rather than giving a definition.

GENERIC COMPETENCY 8.3

The student has a constructive attitude within different work teams, consistent with his / her knowledge and skills.

Remind students that teamwork means collaborating effectively to achieve a goal. This activity will allow them to cooperate with their peers to consolidate the understanding of a situation by sharing their ideas and skills. Encourage them to discuss how teamwork can be more successful.



To support students in learning vocabulary related to the topic of this lesson, you can use the flashcard *Places at Home*, available in both the Student's and Teacher's Digital Components.

You can play guessing games by naming furniture and objects in the pictures, and elicit from students what room you are talking about.



WRITING

The precedent grammar activities are designed to review the verb *to be* in simple past, and they include an analysis of the rules. This has provided the tools for students to describe the state of people and things displayed in a series of pictures by writing in their notebooks five sentences about it. This allows them to practice the use of the affirmative and negative forms of the verb *to be* in simple past.

SPEAKING

Students will work in pairs and ask each other questions about the pictures. Walk around the classroom and monitor the activity to make sure they use appropriately the affirmative and negative forms of the verb *to be* in simple past. Provide support if necessary.

DISCIPLINARY COMPETENCY 4

The student produces texts based on the normative use of the language, considering intention and communicative situation.

Help students become aware that they are using correct structures to describe past states and situations from a picture that they can then use to describe real life situations.



To support students in learning the use of the verb *to be* in simple past, you can use the poster *Simple past*, available in the Teacher's Digital Component.

LIFE SKILLS

To develop their empathy and social awareness, encourage students to discuss their answers and share additional ways to help the elderly in their community. Nominate a student from each group to communicate their examples.



GRAMMAR VERB TO BE: SIMPLE PAST

4 Match the examples to the rules for simple past.

GO TO PAGE 76

- a Bernie and Rodrigo **were** in the yard. Dad **was** in the kitchen.
- b Amber **wasn't** on the porch. Sandra and Beto **weren't** in the yard.
- c **Was** anyone near the porch? (Yes, there **was**.) **Were** you on the porch? (No, I **wasn't**.)

- 1 Questioning the state of things in the past. c
- 2 The state of how things were in the past. a
- 3 The state of how things were not in the past. b

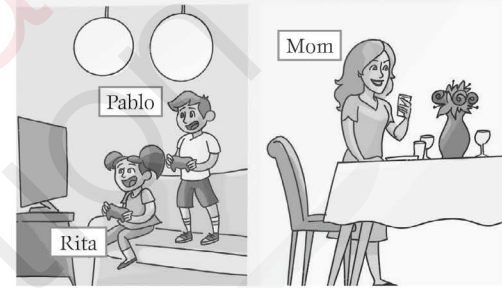
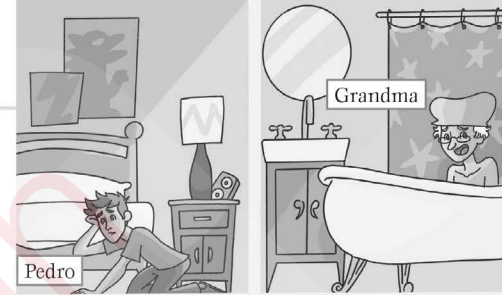
5 Complete the sentences with the simple past of the verb to be.

- a I was in the kitchen at that time.
- b We were in the living room watching TV.
- c He wasn't (not) angry, just desperate to find the cane.
- d The boys weren't (not) in their bedroom, they were in the yard.
- e Were you in the kitchen? Yes, I was .
- f Was Grandpa in the dining room? No, he wasn't .

WRITING USING VERB TO BE IN SIMPLE PAST

6 Look at the scenes on the next column. In your notebook, write 5 sentences with the verb to be in simple past about the state of people and things. Students' own answers.

Last weekend, Pedro was in his bedroom and he was sad. His sweater was not there. Pablo and Rita... Mom... Grandma...



SPEAKING ASKING AND ANSWERING QUESTIONS

7 DISCIPLINARY COMPETENCY 4 In pairs, take turns asking and answering questions about the scenes in Activity 6. Students' own answers.



LIFE SKILLS HELPING OTHERS

8 Circle the ways you can help the elderly people in your community. Add your ideas. Students' own answers.

- a Carry their groceries to their homes.
- b Help them find things they lost.
- c Help them walk to places.
- d Let them have my seat on the bus.
- e Your idea: Students' own answers.

9 In groups, discuss what you can do to be more empathetic with senior citizens in your community. Students' own answers.



1 Write the names of the parts of the house or furniture.



a sofa



b bathtub



c bedroom



d kitchen



e lamp



f refrigerator

2 Underline the correct option.

- a Yesterday, I was / were in the kitchen. I made a cake with Mom.
- b Rodrigo and Bernie was / were in the yard playing soccer.
- c Grandpa were / was angry.
- d His walking cane were / was gone.
- e We was / were all very worried and tried to help him.

3 Complete the sentences with *wasn't* or *weren't*.

- a There wasn't a dog on the porch when Grandpa got back from the kitchen.
- b Grandpa John wasn't happy at all, his cane was gone!
- c Sandra and Beto didn't take the cane; they weren't near the porch. They were in the living room.
- d Mom and Dad weren't near the porch either. They were inside the house.
- e The dog wasn't in the house. It was under the porch.

4 Complete the conversation with *was* and *were*.

Mom: Where (a) were you, Beto? I didn't see you.
Beto: I was in the living room, Mom.

Mom: (b) Was Sandra with you?
Beto: Yes, she was, Mom.

Mom: (c) Were Rodrigo and Bernie in the living room with you too?

Beto: No, Mom. They (d) were in the yard playing soccer.

5 Find and correct the mistake in each sentence.

- a Rodrigo and Bernie was in the yard.
Rodrigo and Bernie were in the yard.
- b Last week, Sandra were in the kitchen with her mom. Last week, Sandra was in the kitchen with her mom.
- c Was you with Beto in the living room?
Were you with Beto in the living room?
- d Grandpa weren't happy.
Grandpa wasn't happy.
- e All the family were worried about the cane.
All the family was worried about the cane.

EXTRA PRACTICE

For extended practice, you could try playing *Right or Wrong*. Ask students to look at the house on page 5 of the Student's Book. Explain that you are going to say something about a room, a person, or a piece of furniture, and that they have to listen carefully. If it is correct, they have to say *Yes, the TV was in the living room*. But if you say something that is not correct, for example, *Grandpa was in the kitchen*, they should respond *No, Grandpa wasn't in the kitchen*.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 1, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



READING

Students will begin this lesson reading a text about a traditional Mexican celebration, identifying details, and following the sequence of the events in the order in which they happened. Encourage them to reflect on the purpose of sequencing words (*first, then, next, after that, finally*) and how they are used to connect and organize the text. Finally, invite them to discuss ways in which this tradition is commemorated in their community.

GENERIC COMPETENCY 10.2

The student has conversations and learns from people with different points of view and cultural traditions by placing his / her own circumstances in a wider context.

When there is a text about a cultural tradition students know about, it is always a great opportunity to value one's own culture and reflect on cultural differences in a wider context. This allows the awareness of differences and fosters tolerance and cultural appreciation. Invite them to talk about cultural diversity in Mexico and ask if there is anything we can learn from other communities (ways of living, beliefs). Encourage them to discuss how other people have similar or different traditions; what things they have in common with their community; and how ways of living and beliefs are handed down from one generation to the next.



READING UNDERSTANDING SEQUENCE OF EVENTS

1 GENERIC COMPETENCY 10.2 In pairs, read the school blog and answer the questions.



Last year, we went to Pátzcuaro, Michoacán, to film the festival of the Day of the Dead as an assignment for history class. First, we walked down the *Calzada de Fray Antonio* and filmed all the *ofrendas*, altars and shrines. Then, we bought

sugar skulls and candy outside the Candy Museum, and after that, we ate some delicious *pan de muerto* as we watched the *Purépecha* celebrations. Many people say that this festival is the most unique and beautiful in the nation. Finally, we

visited the nighttime cemeteries and saw that they were covered in marigolds and thousands of bright candles. We didn't travel around the lake to visit other towns, and we didn't film the annual *Feria de la Catrina* because we missed it.

- They walked down the *Calzada de Fray Antonio* and filmed all the *ofrendas*, altars, and shrines.
- They bought sugar skulls and candy outside the Candy Museum.
- They visited the nighttime cemeteries.
- The annual *Feria de la Catrina*.

- What did the students do first?
- What did they do before they ate *pan de muerto*?
- What did they finally do?
- What did they miss?

VOCABULARY SEQUENCING WORDS

2 Complete the timeline with the sequencing words from the box.

finally then / next first after that



GRAMMAR SIMPLE PAST: AFFIRMATIVE AND NEGATIVE FORMS

3 Read the examples and complete the explanations on the next page. GO TO PAGE 76

- First, we **walked** down the *Calzada de Fray Antonio*.
- We **visited** the nighttime cemeteries.
- We **didn't travel** around the lake.
- We **didn't film** the annual *Feria de la Catrina*.



- a The simple past of regular verbs is formed by adding -ed to the verb.
- b The auxiliary verb for simple past is did.
- c For the **negative** form of the simple past, we use *didn't* + the verb in simple form.

4 Change the regular verbs to simple past.

- a (not) walk: didn't walk e dance: danced
- b film: filmed f move: moved
- c (not) watch: didn't watch g travel: traveled
- d visit: visited h (not) miss: didn't miss

5 In pairs, complete the text with the simple past of the verbs in parentheses and sequencing words. Check your answers with a partner.



Last week, our English teacher asked us to do research about world festivals for a project.

I (a) researched (research) about the Holi festival in India that commemorates the victory of good over evil. This is what (b) happened (happen) in the festival last year: (c) first, the day before Holi, people lit bonfires. Then, they worshipped, (d) danced (dance) and sang around the fire. (e) After that, on Holi day, people rubbed color powder (*Gulal*) on their faces and clothes. (f) Finally, they (g) moved (move) to the river to wash all the color off.

WRITING SEQUENCING PAST EVENTS

6 DISCIPLINARY COMPETENCY 12 Follow the instructions.

- Look for information on the Internet about a local festival you participated in the past.
- In your notebook, write a description using verbs in simple past and sequence connectors.
- You can use the text and verbs in Activity 5 as a model.

ONLINE RESEARCH. You will find information about festivals on any search engine, or try these two addresses.
Traditional festivals: <http://edutics.mx/5oY>
More modern festivals: <http://edutics.mx/5og>

7 In small groups, exchange your texts and check the spelling and grammar. Choose one of the stories to read to the class. If possible, add pictures to make a poster or collage to display in the classroom or bulletin board.



LIFE SKILLS EMPATHY

8 In pairs, read the sentences and choose one to talk about. Then share your opinion with a pair that chose a different sentence.

- a We can understand people of other cultures better by learning about their traditions.
- b Understanding other traditions helps us see the similarities we may have.
- c We can learn to have empathy for others by knowing about their cultural traditions.

WRITING

Students will begin by reviewing the simple past (affirmative and negative) of regular verbs. After their controlled practice you could provide extra support for their free production by reviewing the spelling rules for the regular past tense of verbs. Following this, they will have to do some research on the Internet about a local festivity they are familiar with and write a short description of it, including interesting facts. The point of this activity is to help students learn to use the past tense in a significant way by finding information and writing about something close to their culture. They will then get into groups, exchange texts and choose one to read to the class. They could also select the best ones to share and display in the classroom.

DISCIPLINARY COMPETENCY 12

The student uses information and communication technologies to do research, solve problems, produce materials, and share information.

This project allows students to use the Internet for a group project they can actually display as a product. Discuss with them how information technology can make class and project work more interesting, how it exposes them to a greater amount of authentic English texts, and how they are not limited to what is provided in the textbook.

LIFE SKILLS

Remind students that empathy (or, in this case, cultural empathy) involves the appreciation and consideration of the differences and similarities of another culture to one's own. You might also want to discuss other ways they can be more empathetic and make the best out of cultural differences.

**EXTRA PRACTICE**

For extended practice, remind students about the pronunciation of simple past verbs: /-ɪd/, /d/, /t/. Have them draw a table with three columns in their notebooks. Explain that you are going to dictate a series of verbs and that they have to listen carefully in order to classify them according to their pronunciation. Finally, ask volunteers to read the lists out loud and check the answers.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 2, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.

**Extra Practice**

1 Write the sequence words you remember in order.

Suggested answers:

- a First
 b Then
 c Next
 d After that
 e Finally

2 Complete the table with the simple past of the verbs.

Present	Past
(a) research	researched
(b) visit	visited
(c) film	filmed
(d) travel	traveled
(e) start	started
(f) happen	happened
(g) dance	danced
(h) move	moved

3 Change the sentences to the negative form.



- a I visited Pátzcuaro last week.
I didn't visit Pátzcuaro last week.
- b We walked down the *Calzada de Fray Antonio*.
We didn't walk down the *Calzada de Fray Antonio*.
- c Karla filmed different traditions from our state.
Karla didn't film different traditions from our state.

- d José traveled to the coast of Veracruz.
José didn't traveled to the coast of Veracruz.
- e You danced in the carnival.
You didn't dance in the carnival.

4 In pairs, put the words in order to make sentences.

- a in India / Sofia and Adrián / the *Holi* festival / researched about / .
Sofía and Adrián researched about the *Holi* festival in India.
- b many years ago / started / The *Holi* festival / .
The *Holi* festival started many years ago.
- c They / around / the cemetery / didn't walk / .
They didn't walk around the cemetery.
- d because / didn't film / it was raining / I / the ceremony / .
I didn't film the ceremony because it was raining.
- e The people / in the *Guelaguetza* festival / danced / .
The people danced in the *Guelaguetza* festival.

5 Find and correct the mistake in each sentence.

- a Last winter, we all visit the nine *posadas* before Christmas.
Last winter, we all visited the nine *posadas* before Christmas.
- b Two years ago, I travel to India to see the *Holi* festival.
Two years ago, I traveled to India to see the *Holi* festival.
- c I didn't traveled to Oaxaca's *Guelaguetza*.
I didn't travel to Oaxaca's *Guelaguetza*.
- d We did filmed different dances in the festival.
We filmed different dances in the festival.
- e Yesterday, Karen research about *posadas* for her project.
Yesterday, Karen researched about *posadas* for her project.



LISTENING MAIN VS. SPECIFIC IDEAS

1 **03** DISCIPLINARY COMPETENCY 10 Listen to the conversation and answer the questions. Check your answers in pairs.

- a Why did Francisco call Susan?
Because he has to interview people about their best moment of their life, for his English class.
- b What moment did Susan choose?
An important volleyball game she didn't expect to play.
- c In general, summarize what happened to Susan.
A player of the volleyball team couldn't make it, and the coach said Susan "go in."
- d How did she feel?
She felt very happy.



VOCABULARY FEELINGS

2 Match the feelings to the pictures. Then compare your answers in pairs.

1

c

2

e

3

a

4

f

5

d

6

b

- a sad
- b confused
- c nervous
- d scared
- e angry
- f excited

GRAMMAR SIMPLE PAST: INTERROGATIVE FORM

3 Read the examples and underline the correct option to complete the explanations. GO TO PAGE 76

- When **did** it happen?
- **Did** you **get** to play? Yes, I **did**.
- **Did** you **feel** scared? No, I **didn't**.
- What **did** you **do** afterwards?
- How **did** you **feel**?
- a Questions in simple past take **does** / **did** as the auxiliary verb.
- b The main verb in questions **is** / **is not** conjugated.
- c Short answers **take** / **don't take** the auxiliary verb as an answer.
- d *Wh-* words go **after** / **before** *did*.

LISTENING

Direct students to listen to the audio and to identify the main idea of the conversation, to grasp the main point, and express it in a concise manner. Remind them that they do not need to understand every word or detail. It might help build up their confidence if you encourage them to practice doing this and letting them know that even if they don't understand every word or detail, they would still be able to get enough information to perform well in every situation. This is followed by a vocabulary activity focusing on feelings and emotions they listened to.

DISCIPLINARY COMPETENCY 10

The student identifies and interprets the general idea and direction of a text in a foreign language using background knowledge, non-verbal elements, and context.

Explain that understanding a text involves being able to identify the main idea, as opposed to the details. When students have listened to and identified the main idea, elicit their reasons and how they reached that conclusion.



To support students in learning vocabulary related to the topic of this lesson, you can use the flashcard *Feelings*, available in both the Student's and Teacher's Digital Components. After presenting the flashcard, a mimic game to guess feelings could be an entertaining way to consolidate vocabulary.



SPEAKING

The previous identification and controlled practice of questions in simple past will prepare students for their oral production. Point out the sample polite comments and recommend they try to use those, or similar expressions, to show interest when they are interacting with a partner. Encourage them to express the way they felt in that moment. At the end, encourage them to reflect how these comments were helpful in keeping the conversation going and if it is important to show interest when someone else shares a personal experience.

GENERIC COMPETENCY 10.2

The student has conversations and learns from people with different points of view and cultural traditions by placing his / her own circumstances in a wider context.

The exchange of experiences and the effort students are asked to make to show interest makes this activity a good opportunity to learn from each other by listening to feelings and experiences that are different from their own.

LIFE SKILLS

Have a class discussion about the importance of different perspectives or points of view. Remind students that, for example in sports matches, when one team wins, the other loses; the stories about the match from the audio on page 11 can be told from different points of view. Finally, you can ask for students' opinions about everyone interpreting events the same way. This activity should encourage them to show respect for different perspectives.



4 Read Francisco's story about the best moment of his life. Complete the questions below.



I love to sing but two years ago, I didn't get into the "Young Talents" TV show and I was very sad. I thought it was the end of my singing career. I felt confused. But then, about 6 months ago, I had the best moment of my life. That day, I was on my way home when Don Faustino called me from his restaurant and asked me to sing with the musicians for some clients. The lead singer was sick. I felt so excited and nervous! But when I started to sing, I felt happy. A talent scout from "Young Talents" was in the restaurant and when I finished, he asked me to sing on TV. He was eating at the table and liked my style! I was in heaven!

- When did it happen?
- How did he feel when he didn't get into the TV show?
- Did he audition two years ago?
- What did he do afterwards?
- How did he feel?

5 In pairs, ask and answer the questions in Activity 4.

6 In your notebook, answer the questions with information about the best moment of your life.

Students' own answers.

- When did it happen?
- What happened?
- How did you feel?
- What happened afterwards?
- How did you feel in the end?

SPEAKING ASKING AND ANSWERING QUESTIONS

7 GENERIC COMPETENCY 10.2 In pairs, ask questions about each other's best moments. Use the polite comments from the sample to keep the conversation going.

Wow, that's incredible!
You must have felt great / terrible...
So, you were a hero!



LIFE SKILLS DIFFERENT PERSPECTIVES

8 Share the best moments of your life in groups of three. Follow the tips below.

- Listen to your partners without giving your opinion or telling your own story.
- Pay attention to all they say.
- Make polite comments.
- Wait for your turn and share your opinion.

9 What would happen if we had the same moments and opinions about everything? Discuss as a class.



1 Put the letters in order to form words that represent feelings.

- a yrang **angry** _____
- b ceditex **excited** _____
- c das **sad** _____
- d cadres **scared** _____
- e usenrov **nervous** _____
- f fundecos **confused** _____

2 Match the questions to the answers.

- a Did Francisco win the prize? **5**
- b Did Susan win the game? **4**
- c Did you sing on TV? **1**
- d Did it rain last night? **3**
- e Did they play volleyball well? **2**

- 1 Yes, I did.
- 2 Yes, they did.
- 3 No, it didn't.
- 4 Yes, she did.
- 5 No, he didn't.

3 Complete the questions with *Why, Who, When, Where, or What*.

- a **Who** shot and scored the goal? Paco did.
- b **What** did Susan want to play? She wanted to play volleyball.
- c **When** did Mireya win the Knowledge Olympics? She won that prize 6 years ago.
- d **Where** did *Chicharito* kick the ball? He kicked the ball to the sides of the soccer field.
- e **Why** did Paco's soccer team almost lose? Because the other team scored first.

4 Put the words in order to complete the questions.

- a last night / go / you / did / ?
Where **did you go last night?**
I went to the movies.
- b tennis/ play / did / you / ?
When **did you play tennis?**
We played last weekend.
- c fish / all / the / caught / ?
Who **caught all the fish?**
Peter did. He went up to Río Verde.
- d Adrián / do / yesterday / did / ?
What **did Adrián do yesterday?**
He played basketball with his friends.
- e last night / did / they / late / arrive / ?
Why **did they arrive late last night?**
Because they went dancing.

5 Find and correct the mistake in each sentence.

- a Did you went alone to the football game?
No, I went with José.
Did you go alone to the football game?
- b Where did you do yesterday? I studied for an exam.
What did you do yesterday?
- c What happen?
What happened?
- d When did he went dancing? He went dancing last Saturday night.
When did he go dancing?
- e Did they did their homework? Of course, they always do.
Did they do their homework?

EXTRA PRACTICE

For extended practice, explain to students that they are going to talk about the best moments of their lives for one minute. Get them into groups of three or four, making sure each group has the same number of students. Explain that students from each group are going to take turns talking about their best moment for one minute. The objective is to speak fluently. The other students will listen for repetitions, pauses, or hesitations. Use a timer, and after one minute, say *Stop!* The speaker will receive feedback from his / her classmates on repetitions, pauses, or hesitations. Then, it will be another student's turn.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 3, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





LISTENING

Direct students' attention to the pictures to set the scene, and ask them to make predictions about where the people and food in the pictures are from. Point out that these pictures provide clues for the listening text. Explain that they may hear several words they don't know the meaning of in the radio program, but by understanding the context they will more easily be able to make sense of the words they are unfamiliar with. Remind them they can apply this strategy at any communicative situation in English. You could also discuss traditional clothes students used to wear for local festivals once they finish working with the new vocabulary.



To support students in learning the use of *used to*, you can use the poster *Used To*, available in the Teacher's Digital Component.



LISTENING USING CONTEXT

1 In small groups, look at the pictures and write the names of the countries these people and food belong to.

Mexico Austria Spain



a Austria

b Spain

c Mexico

2 **04** In groups, look at the pictures in Activity 1 and discuss what you think the radio program will be about. Listen to the radio program. Was your guess correct?

CONTEXT. Using context clues to understand new vocabulary is one of the first things you should do when approaching a text.

VOCABULARY FOOD AND CLOTHES

3 **04** In pairs, listen to the radio program again and classify the words in the table.

Flamenco dress leather shorts shawl embroidered blouse saffron vegetables
pants charro suit ruffled dress chicken apron sausages mole sauce

Country	Food	Clothing
(a) Spain	saffron, vegetables	Flamenco dress, shawl, pants
(b) Austria	sausages	leather shorts, embroidered blouse, apron
(c) Mexico	chicken, mole sauce	charro suit, ruffled dress



GRAMMAR USED TO: AFFIRMATIVE AND NEGATIVE FORMS

4 Read the examples and complete the explanations with the words from the box. **GO TO PAGE 76**

- I **used to** live in a small town.
- Girls **used to** wear Flamenco dresses with lots of ruffles and a shawl.
- My mother **didn't use to** cook it every day, only for special occasions.
- We **didn't use to** wear them for other celebrations.

use did used to

- a **used to** is a modal expression for the habitual actions in the past.
- b It uses the auxiliary verb **did** for the negative form.
- c When using the negative form, the verb **used** is not conjugated.

5 Complete with the correct form of **used to**.

- a When I was young, I **used to** put on traditional costumes for festivals, I **used to** eat tacos and tamales from street vendors, and I **used to** wear a uniform to school.
- b When I was young, I **didn't use to** (not) like healthy food, I didn't use to eat salads, and I **didn't use to** (not) try fish soup, or steamed vegetables.

6 In your notebook, complete the sentences with information about yourself with **used to** (affirmative or negative) and the verbs in parentheses.

Students' own answers.

- a When I was in middle school, I (eat)...
- b When we were in primary school, we (wear)...

SPEAKING SHARING EXPERIENCES

7 **GENERIC COMPETENCY 10.3** In pairs, share your experiences from Activity 6 using the conversation model below. You can complete your ideas with phrases from the box and your own experiences.

break *piñatas* eat *rosca de reyes*
hate vegetables help clean the house
walk the dog draw pictures help
my sister / brother with her / his
homework wear colorful clothes
eat lots of candy light firecrackers
on Independence Day play soccer in
the street feed the dog / cat play
with my friends at the park

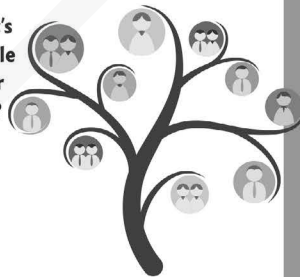
A: When I was young, I used to...
What about you?
B: Well, I didn't use to...but I used to...
A: No! Really? I never did that! I used to...
B: That's nice. Tell me more...I used to...

LIFE SKILLS FAMILY HISTORY

8 In groups, share information about your family. Choose one option and talk about it.

- a Talk about what type of regional and traditional food your grandparents used to eat when they were children.
- b Talk about what type of clothes they used to wear and where they used to go when they were your age.

9 Why do you think it's important for people to know about their own family history? Discuss in pairs.



SPEAKING

At this point, make sure students understand that *used to* is for things that happened regularly in the past but don't happen any more. Remind them to use *didn't* in negatives (*I didn't use to*); in that case, the *-d* ending is not added to *use*. (**Incorrect:** I didn't *used to*. **Correct:** I didn't *use to*.)

GENERIC COMPETENCY 10.3

The student acknowledges that respecting differences is a key for integration and coexistence in local, national, and international contexts.
The oral production stage allowed students to notice important cultural differences between them and other classmates. Take this a step further by eliciting similarities and differences between the local culture and other cultures students are familiar with. Discuss how respect for these differences prepares different communities to resolve their conflicts and live in peace.

LIFE SKILLS

Encourage students to discuss their answers. Nominate a student from each group to share how things used to be in the past. They will have a class discussion giving reasons why it is important to know about their family's history. You might want to elicit some traditions they grew up with. Foster tolerance and respect for their differences.



EXTRA PRACTICE

For extended practice after the activities, encourage students to write a list of five unusual things they used to do when they were younger, and to contrast them with things they do now. Then ask them to work in pairs and share their lists, saying whether they used to do those things too (or not), for example, *I used to ride my bike in the afternoons. Now I...*



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 4, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



Extra Practice

1 Write the name of the object under the picture.



a dress



b leather shorts



c vegetables



d sausages

2 Complete the sentences with the negative form of *used to* and the verbs in parentheses.

- a When I was young, I didn't use to like (like) vegetables, but now I do.
- b I didn't use to eat (eat) all types of fruit, only watermelon.
- c I didn't use to talk (talk) with my sister because she was too young. Now we talk all the time!
- d I didn't use to get along (get along) well with all my classmates. Now in high school, we are all friends.
- e My parents didn't use to take (take) us to parades because we were too young. Now, we go to all of them, especially on Independence Day.

3 Complete the sentences with the affirmative or negative form of *used to* and the verb in parentheses.

- a I know that you used to read (read) every night! Why did you stop?
- b You used to play (play) the drums very well. Don't be afraid to start again!
- c I was lucky. I didn't use to wear (wear) a uniform to school. I could wear anything.
- d He used to (help) me with my English homework. He was the best!
- e I didn't use to understand (understand) mathematics. But your classes helped me.

4 Write four habits you used to have as a child.

Students' own answers.

5 Find and correct the mistake in each sentence.

- a I use to wear a uniform in my old school.
I used to wear a uniform in my old school.
- b I didn't use to helped my sister with her homework.
I didn't use to help my sister with her homework.
- c Dad not use to take us to eat fast food when we were young.
Dad didn't use to take us to eat fast food when we were young.
- d Mom did use not to cook anything from a can.
Mom didn't use to cook anything from a can.
- e We used to played tricks on our teacher.
We used to play tricks on our teacher.


LISTENING LISTENING FOR SPECIFIC INFORMATION

1 **05** Listen to the conversation and check (✓) the things the students used to do in their middle school days.


VOCABULARY LEISURE ACTIVITIES

2 Match the leisure activities to the pictures.



a go to the movies

b ride a bike

c play soccer

d go swimming

GRAMMAR USED TO: INTERROGATIVE FORM

3 Read the examples and choose the correct option to complete the explanations.

- Where **did** you **go to** middle school, Mireya?
 - What **did** you **use to** do?
 - **Did** you **have** many friends?
 - **Did** you **use to** have study groups like the one we have here?
- a To ask about habits in the past, we use **simple past** / **used to**.
 - b To ask about finished actions in the past, we use **used to** / **simple past**.
 - c The interrogative form of *used to* is formed with: **Did** / **Use to** + subject + *use to* + verb in simple form.
 - d The simple past interrogative is formed with: **Did** / **Use to** + subject + verb in simple form.

LISTENING

In this lesson, students will participate in an activity to listen for specific information. You could make an introduction by eliciting from students which of the pictured activities they used to participate in during their middle school days. If necessary, clarify that middle school is what we know as secondary school. Explain that they are using their background knowledge (or what they already know about a particular topic) from their own experiences. Encourage them to make a list of words they expect to hear, based on the pictures. After that, play the audio so students listen for the specific activities Roberto and Mireya used to do and then identify and learn vocabulary to name leisure activities.



To support students in practicing vocabulary, you can use the flashcard *Feelings*, available in both the Student's and the Teacher's Digital Components. You can help them name leisure activities that make them experience the feelings in the flashcard.



WRITING

Once students have identified and practiced questions using the simple past and *used to*, remind them that the simple past is used to describe past actions (*I rode my bike after school*) and past actions that happened only once (*We won the championship*). *Used to* describes repeated actions that don't happen anymore (*I used to ride my bike after school*). After these explanations, they will be ready to write the questions requested.

SPEAKING

After students finish writing their questionnaires, they will ask and answer their questions with different partners as a way to share their past experiences and habits. Encourage them to do this activity not only as an exercise, but as a way to show others who they are and learn about their classmates as well. At the end of the activity they should prepare a summary and set it up in the classroom. Make the most out of this activity by fostering respect and tolerance.

GENERIC COMPETENCY 4.4

The student communicates in a second language in everyday situations.

Help students become aware and take pride in the fact that they have learned tools they need to use to communicate past experiences or events (*simple past, used to*).

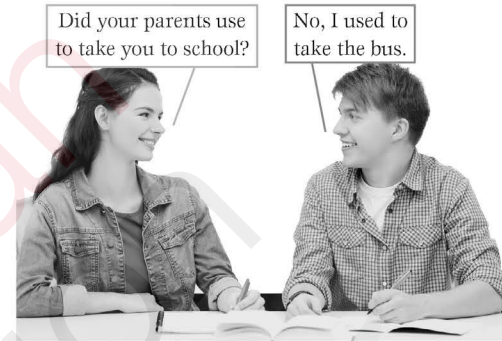
LIFE SKILLS

Encourage students to discuss their answers. Nominate a student from each group to suggest ways in which certain attitudes they used to have in the past affect their current attitudes. Lead a group discussion and guide students to understand that reflecting on the past can help us change and improve our present.



4 Complete the questions with the interrogative form of *used to* and the correct form of the auxiliary verb *to do*.

- Did Mireya use to have (have) lots of friends? Yes, she did.
- What did she use to play (play) in middle school? She used to play volleyball.
- Did Roberto use to go (go) dancing in middle school? No, he didn't. He used to go to concerts.
- Who did Mireya use to walk (walk) home with? With her best friend Pedro.
- Where did Roberto use to play (play) soccer with his friends? In the park.



WRITING QUESTIONNAIRE

5 In your notebook, write at least 5 questions you would like to ask a classmate about his / her middle school years. Use the verbs from the box.

study	play	read	talk	arrive
climb	jump	run	go	help
paint	color	think	be	take

Did you use to ride your bicycle to school?

Students' own answers.

SPEAKING SHARING PAST EXPERIENCES

6 **GENERIC COMPETENCY 4.4** In pairs, take turns asking and answering questions about your days back in middle school. Then switch partners. As a class, write a summary on a large piece of paper and place it in the classroom.

LIFE SKILLS ATTITUDES TOWARDS OTHERS

7 In groups, read these actions and check (✓) the ones you used to do in the past. Then talk about the possible consequences of having those attitudes now. **Students' own answers.**

Did you use to...

- be mean to others?
- get angry easily?
- be empathetic?
- be polite?
- smile at others?
- be understanding?
- help others?
- bully others?

8 Do you think that your past behavior affects your attitudes today? Discuss in the same groups.



1 Write the name of the activity under the pictures.



a go to the movies



b ride a bike



c play soccer



d go swimming

2 Complete the conversation with the correct form of *used to*, the auxiliary verb *to do*, and the verbs in parentheses.

Mireya: Jaime, how many friends (a) did you use to have (have)?

Jaime: Well, I don't remember exactly, but I used to have lots of them.

Mireya: (b) Did you use to do (do) fun things together?

Jaime: Well, yes, we did but we also

(c) used to study (study) a lot.

Mireya: Are you sure? You never study!

Jaime: Really! We (d) used to go (go) to the library every week.

Mireya: OK, OK. I believe you.

3 Put the words in order to make questions.

a Nina / use to / from Pepe / messages / Did / get / ?

Did Nina use to get messages from Pepe?

b Beto and Raúl / take / Did / the bus / use to / to go to school / ?

Did Beto and Raúl use to take the bus to go to school?

c Where / use to / Beto and Raúl / did / meet girls / ?

Where did Beto and Raúl use to meet girls?

d Nina and Pepe / Did / walk / use to / dogs / ?

Did Nina and Pepe use to walk the dog?

e Beto / date Nina / Did / use to / years ago / ?

Did Beto use to date Nina years ago?

4 Complete the questions with *used to* and the words from the box.

Who What Where When How many

a Where did Roberto use to live? He used to live in the south of the city.

b Who did Sandra use to walk home with? With her friend, Pedro.

c How many friends did Roberto use to have? He used to have lots of friends.

d What did Roberto and his friends use to do at the fun park? They used to have lunch.

e When did Jaime use to play soccer with his friends? In his middle school days.

5 Find and correct the mistake in each sentence.

a Sandra didn't use to danced at parties.

Sandra didn't use to dance at parties.

b Did Mireya used to listen to music with her friends? Did Mireya use to listen to music with her friends?

c Where did Mireya use to studied?

Where did Mireya use to study?

d Jaime use to play in middle school?

Did Jaime use to play in middle school?

e Did any of your friends knew what high school was like? Did any of your friends know what high school was like?

EXTRA PRACTICE

If you want an extended practice, ask students to write down questions for a survey to find out how local traditions are changing. First, have them brainstorm a list of traditions, for example, setting up *ofrendas*, going to *posadas*, etc. Then, have students select six traditions and write three information questions, for example, *What did people use to do on the Day of the Dead?*, and three *Yes / No* questions, for example, *Did people set up ofrendas for Christmas?* Once the survey is complete, students will work in pairs and ask the questions to each other. When everyone has finished, they will circulate and form new pairs to interview other students.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 5, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





**KEY CONCEPT:
DIFFERENT PERSPECTIVES**

Elicit whether any of the students have participated in an exchange program and encourage them to talk about some problems that might arise if they were to go to another country (or if a student from another country came to Mexico). Suggest that they will begin this section by reading the two emails, selecting one and putting themselves in the writer's shoes. You could encourage them to show an understanding of the problem by considering that a) Mike misses his family but at the same time wants to be more independent and b) Luisa doesn't know how to react to her host family's silence. Foster students to select one in order to give them advice.

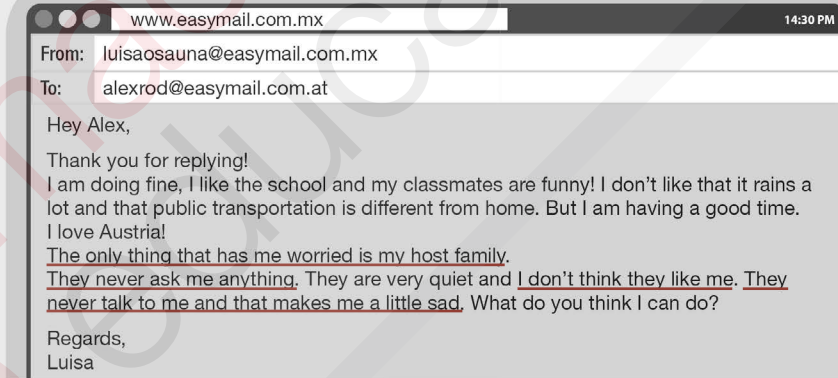
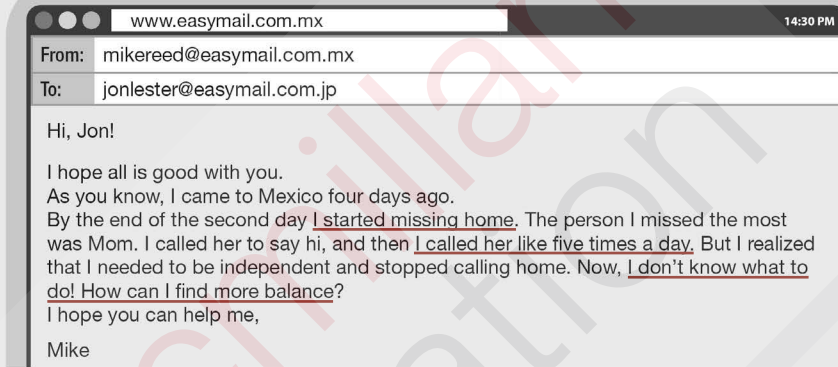
Invite students to think of similarities and differences between their culture and other cultures. Inquire how they think Mike and Luisa can find a balance in spite of these differences. You could call attention to the fact that we all need to relate to and communicate with others with acceptance and sensitivity. To finish the class, ask students to share their ideas on how to become more considerate and have better relationships by embracing diversity.



For further practice, students can complete the Life Skills worksheets for Unit 1 in the Student's Digital Component. You can find teaching notes for the student's worksheets in the Teacher's Digital Component.



1 Read the emails about students who are in an exchange program. Underline the problems you find.



2 Choose one of the emails and give the student some advice. Use the checklist to write your answer.

Students' own answers.

- Understand the student's problem(s) first.
- Give a piece of advice that you think will bring the best result for the person facing the problem(s).
- Be as clear as possible.
- Be sure to be kind and respect the feelings and opinions of the student.

3 Share your emails as a class. Say why you think it is important to respect each other's point of view.

PERSPECTIVES. Appreciating different perspectives helps us be considerate and understand others, so we can establish good relationships with the people surrounding us. The more we respect other's ideas, the better people we become and the better emotional environment we will create.



Complete the activities and go back to the lessons if you need to review any topic.

LESSON 1 (pages 5-6) House rooms and furniture vocabulary

1 Write as many objects as you can remember from each room.

- a Living room: Students' own answers.
- b Dining room: Students' own answers.
- c Kitchen: Students' own answers.
- d Bedroom: Students' own answers.
- e Bathroom: Students' own answers.

LESSON 2 (pages 8-9) Sequencing words and simple past

2 Write 5 sentences about things you did in a local festival you attended. Write them in the order you did them.

	<u>Students' own answers.</u>

LESSON 3 (pages 11-12) Vocabulary for feelings

3 Write the names of the feelings.



- a nervous
- b angry
- c sad
- d happy
- e scared
- f confused

LESSON 4 (pages 14-15) Used to: affirmative and negative forms

4 Write two sentences about what you used to do when you were a child.

- a Students' own answers.
- b Students' own answers.

LESSON 5 (pages 17-18) Used to: interrogative form

5 Write two questions to ask a classmate about his / her middle school years.

- a Students' own answers.
- b Students' own answers.

PROGRESS CHECK

This self-assessment section will help students realize what they have learned throughout the unit, review contents, and become aware of what they need to practice more. It would be helpful to create a supporting environment for students to share their areas of opportunity as a class. Be prepared to give recommendations and tips they can use to improve.

Continuous assessment means evaluating aspects of learners' language throughout the course and then producing a final result based on these assessments. It provides a more accurate picture of the students' language level and has a positive impact on learning. Continuous assessment motivates them to improve their language abilities and to make visible progress, and it also helps them come to understand their proficiencies and knowledge gaps, becoming more aware of where they are in relation to where they should be. Creating a portfolio with learning evidence you can gather from the production activities in the lessons can help you add important input to your assessment and feedback for students.



For a formal final assessment of this unit, you can create your own test in the Test Generator tool provided in the Teacher's Digital Component.



Student's name: _____

Date: _____ Group: _____

Assess your students by circling the descriptors that correspond to their performance during each lesson.

	Outcome	Needs improvement	Good performance	Very good performance	Outstanding performance
Lesson 1	The student describes the state of how people and things were in the past using the simple past of the verb <i>to be</i> .	The student is not able to use the simple past of the verb <i>to be</i> .	The student needs help using the simple past of the verb <i>to be</i> .	The student makes some mistakes when using the simple past of the verb <i>to be</i> .	The student is able to describe the state of how people and things were in the past using the simple past of the verb <i>to be</i> .
Lesson 2	The student writes about past events and traditions using the simple past of verbs in affirmative and negative forms.	The student is not able to write about past events and traditions using the simple past of verbs.	The student needs help to write about past events and traditions using the simple past of verbs.	The student can write about past events and traditions using the simple past of verbs, but with minor errors.	The student can correctly write about past events and traditions using the simple past of verbs in affirmative and negative forms.
Lesson 3	The student asks and answers questions about the best moment of his / her life using <i>Wh-</i> questions.	The student is not able to ask and answer questions about the best moment of his / her life.	The student needs help to ask and answer questions about the best moment of his / her life.	The student makes some mistakes when asking and answering questions about the best moment of his / her life.	The student is able to ask and answer questions about the best moment of his / her life using <i>Wh-</i> questions.
Lesson 4	The student describes past experiences and traditions using <i>used to</i> .	The student is not able to describe past experiences and traditions using <i>used to</i> .	The student needs help to describe past experiences and traditions using <i>used to</i> .	The student makes some mistakes when describing past experiences and traditions using <i>used to</i> .	The student can correctly describe past experiences and traditions using <i>used to</i> .
Lesson 5	The student writes a questionnaire and asks and answers questions about past experiences using the interrogative form of <i>used to</i> .	The student is not able to write a questionnaire, nor to ask and answer questions about past experiences using <i>used to</i> .	The student needs help to write a questionnaire and ask and answer questions about past experiences using <i>used to</i> .	The student can write a questionnaire and ask and answer questions about past experiences using <i>used to</i> , but with minor errors.	The student is able to write a questionnaire and to ask and answer questions about past experiences using <i>used to</i> .