

Angela Llanas
Libby Williams
Annette Flavel

TAKE THE LEAD



2 Student's Book

BLOCK 3

MAKING A DIFFERENCE



IN THIS BLOCK YOU WILL...

- listen to a conversation comparing past and present life.
- write a paragraph comparing past and present lifestyles.
- tell your classmates the differences between lifestyles.
- read an article and identify cognates.
- write a paragraph about your past abilities.
- share your past abilities in groups.
- read an anecdote about an event at school.
- write an anecdote about an unusual event.
- tell your anecdote to your classmates.
- listen to a conversation about an accident.
- write and role-play a conversation about a past event.
- listen to a report about a local celebrity.
- write a story about something that happened recently.
- tell your story to a classmate.

YOU WILL LEARN TO USE...

- *Used to / didn't use to.*
- *Could / couldn't.*
- Past progressive affirmative and negative.
- Past progressive interrogative (*Yes / No* questions and *Wh-* questions).
- Simple past and past progressive.

YOU WILL ALSO GET TO...

- create a class book of anecdotes about the semester.
- reflect on people's ability to change to promote self-regulation.

For further practice, go to the Student's Digital Component.



PREP Play *Team Stories*.

- Work in small teams. Read the sentence: *It was the most exciting day of Max's life. He...*
- A member of the team completes the sentence to continue the story.
- Go twice around the circle as each person adds a sentence until you finish the story.

1 VOCABULARY In pairs, label the pictures with words from the box. Discuss if you have or use any of these objects and what you use instead.

cassette camera typewriter landline phone letter TV



2 LISTENING  Listen to the conversation and underline the correct option to answer the question.

- 1 What is the conversation about?
 - a The equipment Martha's grandpa uses.
 - b How teenagers live today.
 - c How Martha's grandfather's life was different in the past from how it is now.

DISCIPLINARY COMPETENCY

1. The student identifies, commands, and interprets the ideas, data, and explicit and implicit concepts in a text, considering the context where it was generated and received.

3 GRAMMAR Read the examples and underline the correct option.

We used to write letters.
 I used to be patient.
 We didn't use to spend hours playing video games.
 Television used to be in black and white.
 We didn't use to have cell phones.

- 1 Martha's grandfather is talking about his life in the **past** / today.
- 2 The activities he mentions are things he did **regularly** / once.
- 3 The verb following *used to* is in the **past form** / simple form.
- 4 The spelling of the affirmative and the negative forms of *used to* is the **same** / different.



LANGUAGE

We use *used to* and *didn't use to* to talk about past habits or actions that happened in the past. *Used to* remains the same with all subjects (*I used to, we used to, she used to, he used to, etc.*)

Go to the **LANGUAGE GUIDE** on page 84.

4 Listen to the conversation again and complete the tables with the correct form of *used to*.

Affirmative			
Subject	Used to	Verb	Complement
(1) I	used to		the letters to the post office.
(2) We			other things.
(3)		read	

Negative			
Subject	Didn't use to	Verb	Complement
(4) We		spend	hours playing video games.
(5) I			a lot of TV.
(6) We		have	

5 WRITING Write a short paragraph on page 59 about what your parents or grandparents used to and didn't use to do and what you do and don't do now. Use the ideas below.

hobbies

type of music

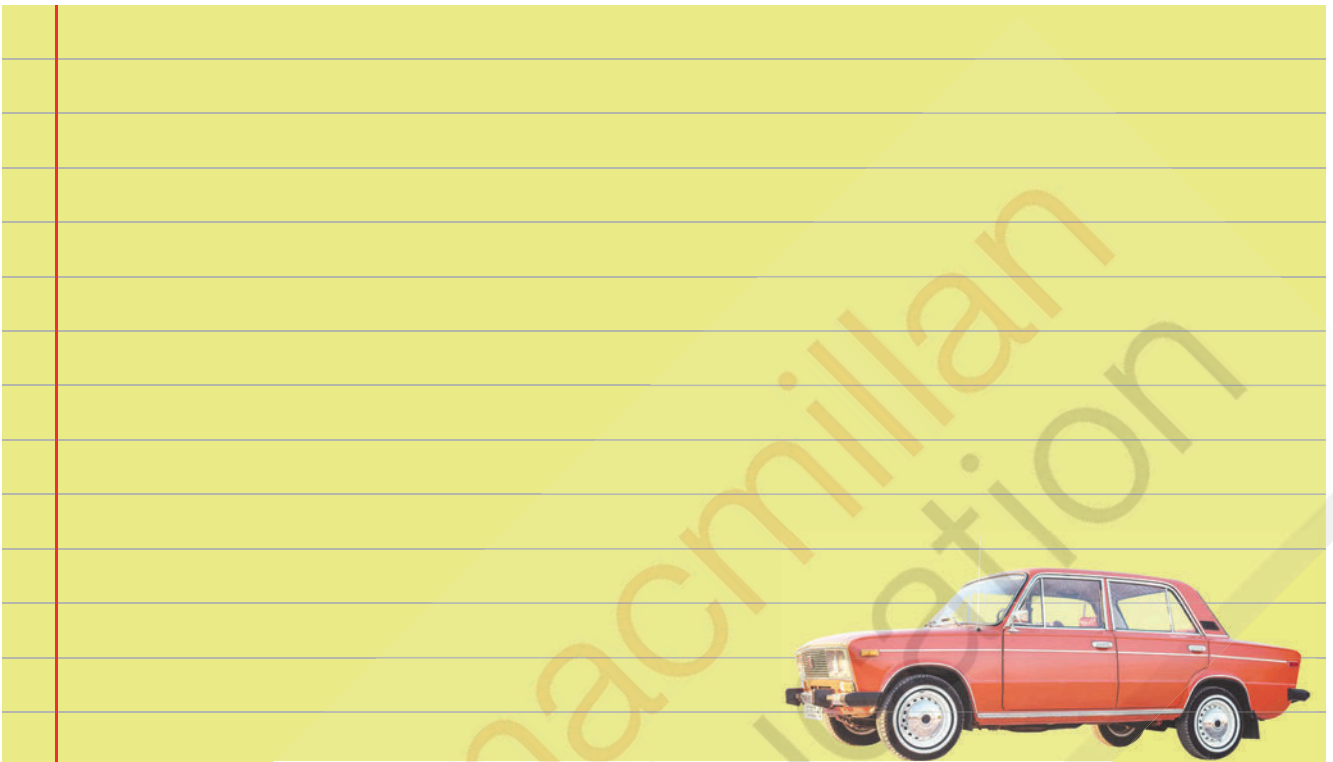
social media

gadgets / devices

type of food

DISCIPLINARY COMPETENCY

11. The students communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.



6 SPEAKING



In groups, tell your classmates the differences between what your parents or grandparents used to and didn't use to do and what you do and don't do now.

7 SELF-ASSESSMENT

Complete the table about your experience in this lesson.

What I already knew	What I learned	What I need to practice

SELF-REGULATION



Read the sentences and check (✓) the ones that you think are true. Share with a classmate your answers and explain each one.

- 1 I like the same activities I used to do when I was in elementary school.
- 2 I am not the same person I was in first semester.
- 3 I am changing only physically.
- 4 I am going to be the same person in ten years.



Do you think that changing is important? Why? Discuss in pairs.

PREP Play *Hot Seat*.

- One person sits in the “hot seat”, with the board behind them.
- The teacher writes an activity on the board; for example, *make pizza*.
- The people in the class have to describe the activity without saying *make pizza*.
- The person in the hot seat must guess what it is.
- The last person to describe the action before it is guessed takes the hot seat.
- To continue the game, the teacher writes another activity on the board.

1 READING Read the Language box and circle all the cognates you find in the text. Discuss with a classmate how many you found. Did they help you understand the text?

LANGUAGE

Cognates are words that share a similar meaning, spelling, and pronunciation in two languages. For example, *actor*, *balance*, and *total* are cognates in English and Spanish. But be careful, there are false cognates like *library*, *record*, and *actually*.

OPENING

LEADER'S MAGAZINE

THE ABILITIES OF A GENIUS

Pablo Picasso is one of the most famous painters of all time. He was a child prodigy, but he couldn't read until he was eight and he couldn't spell or write well, either. Why not? Picasso had dyslexia. That meant that he couldn't interpret letters and words the way that other people do. Picasso had other related difficulties. He couldn't understand numbers, and he couldn't express himself well when

he was speaking. But he could draw! And he could paint! He could paint before he could talk.

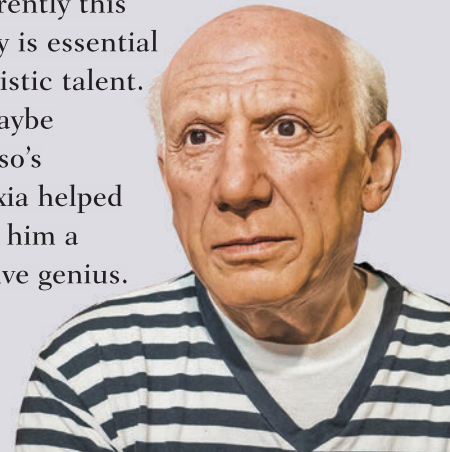
When Picasso was thirteen, he could paint much better than his father, who was a famous art teacher. So his father handed over all his paints to his son and said he would never paint again, because his son was so much more talented than he was.

Recent research shows that people with dyslexia have better

visuospatial ability, the ability to process 3D information.

Apparently this ability is essential to artistic talent.

So maybe Picasso's dyslexia helped make him a creative genius.



2 Read the text again and check (✓) what Picasso could do and mark a cross (X) for what he couldn't do.

- 1 Read at a young age.
- 2 Do math problems well when he was young.
- 3 Speak fluently when he was a child.
- 4 Draw at a very young age.
- 5 Paint better than his father.

GENERIC COMPETENCY

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

3 GRAMMAR Read the text in Activity 1 again and underline all the examples of *could* and *couldn't*. Then read the sentences and choose T (True) or F (False).

- 1 We use *could* and *couldn't* to talk about abilities in the past. T F
- 2 After *could* and *couldn't* we use the simple form of the verb with *to*. T F
- 3 *Couldn't* is a contraction of *could not*. T F

Go to the **LANGUAGE GUIDE** on page 85.

4 Look at the information about Wolfgang Amadeus Mozart. Then write the sentences in the table.



- ✗ support his family properly.
- ✓ play the harpsichord when he was four.
- ✗ make a steady living when he was an adult.
- ✓ compose pieces of music when he was five.
- ✗ save money for the future.
- ✓ write down music perfectly after hearing it once.

Could and Couldn't for past abilities				
	Subject	Could or Couldn't	Verb	Complement
Affirmative	(1) Mozart	could		
	(2) He			
	(3)			
Negative	(4) Mozart			
	(5) He			
	(6)			

5 Complete the sentences with *could* or *couldn't*.

- 1 When I was young I _____ play the guitar. It was too difficult.
- 2 She _____ swim when she was four because she lived by the lake.
- 3 David _____ beat his father at chess. His father was a great player.
- 4 He _____ ride the bicycle because he had a broken leg.
- 5 The twins were bilingual at five. They _____ speak Spanish and Russian.



6 WRITING



Complete the table with the things you could and couldn't do when you were young. Then write a short paragraph about them.

Could	Couldn't

macmillan education

CLOSURE

7 SPEAKING In groups, tell each other about the abilities you wrote down in Activity 6.

DISCIPLINARY COMPETENCY

11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

8 SELF-ASSESSMENT Check (✓) the option that applies to you.

- 1 I can identify cognates to understand a text more easily.

<input type="checkbox"/> Very well	<input type="checkbox"/> With help	<input type="checkbox"/> I need more practice
------------------------------------	------------------------------------	---
- 2 I can identify past abilities.

<input type="checkbox"/> Very well	<input type="checkbox"/> With help	<input type="checkbox"/> I need more practice
------------------------------------	------------------------------------	---
- 3 I can write about past abilities.

<input type="checkbox"/> Very well	<input type="checkbox"/> With help	<input type="checkbox"/> I need more practice
------------------------------------	------------------------------------	---
- 4 I can talk about past abilities fluently.

<input type="checkbox"/> Very well	<input type="checkbox"/> With help	<input type="checkbox"/> I need more practice
------------------------------------	------------------------------------	---



SELF-REGULATION



Read and answer the questions.

- 1 Did you all have the same abilities when you were little?

- 2 Does having different abilities as a child mean that you will not be successful? _____

Is it helpful to know yourself and your abilities from when you were little? Discuss as a class.



WORKOUT

1 Find and circle five words.

i s p e l l r e t c r e a t i v e f a m o u s
h y o c o m p o s e k n e x p r e s s p a

2 Complete each sentence with a word from Activity 1.

- 1 Picasso found it difficult to _____ himself fluently.
- 2 He found it difficult to _____ words.
- 3 He was very _____ but he couldn't read or write.
- 4 Picasso's dyslexia is _____ among art historians.
- 5 Can you _____ music?

3 Underline the correct option.

- 1 Picasso **could** / couldn't spell when he was young.
- 2 Mozart **could** / couldn't play the harpsichord at an early age.
- 3 Sor Juana Inés de la Cruz **could** / couldn't read when she was three. She was amazing!
- 4 Einstein was brilliant. He **could** / couldn't solve complex problems.
- 5 After her accident, Frida Kahlo **could** / couldn't walk without pain. It was terrible.

4 Complete the sentences with *could* or *couldn't* and a verb from the box.

walk play ride multiply spell

- 1 I _____ a bike when I was three. I was very sporty.

- 2 He _____ when he was young, and he still needs a dictionary to help him.

- 3 She's a musical genius. She _____ the violin when she was eight.

- 4 I was very bad at math. I _____ properly until I was fourteen!

- 5 The twins were very premature, so they _____ until they were three.

5 Underline the correct options to complete the paragraph.

When Stephen Hawking, the **(1) famous / essential** scientist, was young, he used to run and play like any child. Then he was diagnosed with motor neuron disease. Soon he couldn't **(2) walk / talk** except through a voice synthesizer. He couldn't **(3) walk / play** so he had to use a wheelchair. Hawking **(4) could / couldn't** move his body, but he **(5) could / couldn't** think. He had a brilliant mind! He was a **(6) genius / talented**.

6 Write five sentences about the abilities you or someone you know had in the past using *could* and *couldn't*.



PREP Play *Find Someone Who Could*.

- Think of an unusual activity that you could do when you were young. Write it on a piece of paper.
- Walk around the class asking questions to find someone else who could do it.
- Then think of another activity. Continue with the game.

1 READING Read the anecdote that Ricardo wrote and then discuss the questions in pairs.

1 I was late to school yesterday. I opened the classroom door and was surprised by what I saw. My classmates weren't sitting and working at their desks. They were standing by their desks and they were emptying their backpacks. The teacher wasn't standing at the front of

5 the class. He was pacing up and down the chair aisles, looking very angry. He was inspecting the backpacks.

"What's happening?" I asked quietly.

Pablo whispered in my ear, "Soco says someone in the class stole her laptop. She says she had it when she arrived."

10 I glanced around the class and saw Soco. She was talking on her phone. Suddenly, her face went very red.

"W-w-wait a m-m-moment," she stammered. "I'm so sorry. I made a terrible mistake." Everyone looked at her. "I just called my Mom. She says she was cleaning my room when she found it. My laptop,

15 I mean... sorry!"

There was complete silence at first, and then everyone started talking at once.

DISCIPLINARY COMPETENCY

1. The student identifies, commands, and interprets the ideas, data and explicit and implicit concepts in a text, considering the context where it was generated and received.

OPENING



- 1 What do you think of Soco's behavior?
- 2 How do you think Soco's classmates reacted when she said her laptop was at home?
- 3 What do you think the consequences of the episode were, if any?

2 VOCABULARY Guess the meaning of the words from their context in the text in Activity 1. Then discuss with a classmate how the context helped you guess.

- | | | | |
|-----------------------|-------------------------|--------------------------------------|--------------------------|
| 1 pacing (line 2) | a running fast | b walking angrily | c standing anxiously |
| 2 aisles (line 5) | a the back of the class | b passages between lines of seats | c the front of the class |
| 3 whispered (line 8) | a said very softly | b said loudly | c said happily |
| 4 glanced (line 10) | a walked | b carefully spoke | c looked quickly |
| 5 stammered (line 12) | a spoke confidently | b spoke with involuntary repetitions | c spoke angrily |

3 GRAMMAR Read the examples and choose the correct answer.

They were standing by their desks.
 She was talking on her phone.
 My classmates weren't sitting.
 The teacher wasn't standing at the front of the class.

LANGUAGE

When the verb in simple form is one syllable and ends in a consonant + verb + consonant, double the last consonant to form the *-ing* ending. Also, when the verb in simple form ends in *-e*, delete the *e* and add the *-ing* (*write-writing*).

- The first two sentences describe an action in progress at a certain time in the past / present.
- The last two sentences describe what wasn't happening at a certain time in the present / past.
- The past progressive tense is formed by the simple past of the verb **be / have** + verb *-ing*.

Go to the **LANGUAGE GUIDE** on page 85.

4 Complete the tables with ideas from the text in Activity 1.

Affirmative			Negative		
Subject	Was / were + verb -ing	Complement	Subject	Wasn't / weren't + verb -ing	Complement
(1) The teacher		the contents of the backpacks.	(3) The teacher		at the front of the class.
(2) My classmates		their backpacks.	(4) My classmates		at their desks.

5 Complete the text with the verbs in the past progressive. Check your answers in small groups.



My father had an unusual experience at work yesterday. He's a police officer. He saw a group of people. They (1) _____ (stand) in the street. They (2) _____ (not talk). They (3) _____ (look) anxiously down at something. A person (4) _____ (lie) on the ground. She (5) _____ (try)



to reach something in a water drain. Sounds (6) _____ (come) from the drain. There was a small dog in there! The drain was deep and the people couldn't reach the dog. So my father climbed down into the small space. The dog (7) _____ (not cry) anymore, but it was still alive. My father carried it out and someone wrapped it in a blanket and took it to a vet.

6 WRITING



Write an anecdote about something that happened to you at school or to a relative at work. Include the place, the time, and what people were doing and why.

CLOSURE

DISCIPLINARY COMPETENCY

11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

7 SPEAKING In pairs, take turns sharing your anecdotes. Ask any follow-up questions.

8 SELF-ASSESSMENT Circle the number that best describes your performance in this lesson. Number 5 is *excellent* and number 1 is *I need help*.

- | | |
|---|-----------|
| 1 I can guess the meaning of words from their context in a written text. | 1 2 3 4 5 |
| 2 I can use the past progressive affirmative and negative to talk about the past. | 1 2 3 4 5 |
| 3 I can write an anecdote about a past event. | 1 2 3 4 5 |

SELF-REGULATION



Read the situations and choose the one that can **push your buttons** (make you really angry or nervous). Then discuss the questions in pairs.

At the supermarket, a man was screaming "I lost my daughter!" He was desperate and out of control. The staff at the supermarket weren't helping. They didn't let him access the security cameras.

I was walking on the street when I noticed that there was a little cat under a car and it was trapped. The driver told me that he was going to start the car, which could hurt the cat.

- 1 What would your 6-year-old self do in each situation?
- 2 What would you do now as a teenager in each situation?
- 3 Do you think you would do the same for each situation when you become an adult?

Why do you think your reactions to situations that push your buttons change as you get older? Discuss as a class.



PREP Play *Extreme Sports Charades*.

- Get into teams. Think of as many extreme sports as you can and write them down.
- Cut little pieces of paper and write one sport on each paper.
- Take out a paper one at a time. Mime the sport.
- The rest of your team has to guess the sport.
- Every time a person guesses, he or she gets a point. The person with more points, wins the game.

1 LISTENING  Listen and answer the questions.

- 1 When did the accident happen? _____
- 2 Where did it happen? _____
- 3 Was Aron alone? _____
- 4 Did he have a cell phone with him? _____
- 5 How long was he trapped? _____
- 6 Did his family know where he was? _____

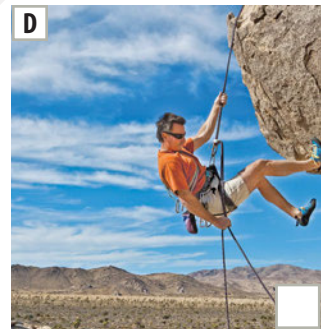
DISCIPLINARY COMPETENCY

1. The student identifies, commands, and interprets the ideas, data, and explicit and implicit concepts in a text, considering the context where it was generated and received.

OPENING

2 VOCABULARY Match the words to the pictures.

- 1 rappelling 2 a boulder 3 canyoneering 4 canyon



For vocabulary about about extreme sports, go to the **VISUAL GLOSSARY** on page 89.

3 GRAMMAR Read the examples and underline the correct option.

What were you doing?

Was he climbing Mount Everest? No, he wasn't.

Why was he canyoneering alone?

Were they looking for him? Yes, they were.

- 1 In the question form, the auxiliary verb comes **before** / **after** the subject of the sentence.
- 2 Short answers for *Yes / No* questions use the **main verb** / **auxiliary verb**.

DEVELOPMENT

Go to the **LANGUAGE GUIDE** on page 86.

4 Complete the tables with appropriate words.

Yes / No questions				
Was / were	Subject	Verb -ing	Complement	Short answer
(1)	he		Mount Everest?	No, _____ Yes, _____
(2)	he	rappelling	into the canyon?	No, _____ Yes, _____
(3)	helicopters	trying	to find him?	No, _____ Yes, _____

Wh- questions				
Wh- word	Was / were	Subject	Verb -ing + complement	Answer
(4)			climbing?	In Utah.
(5) What		he	thinking?	It was the only way to survive.
(6) How		the rescuers	looking for him?	In helicopters.

5 Look at the screenshots from a video and complete the conversation in past progressive.



A: What (1) _____ you _____ (do) yesterday afternoon?

B: I was (2) _____ (skate) with my friends. But then Miguel fell off his board.

A: (3) _____ he doing dangerous moves?

B: Yes, he was! And he hurt his leg and his head.

A: (4) _____ he _____ (wear) a safety helmet?

B: No, he (5) _____. It was awful. He was

(6) _____ (sit) on the stairs and he couldn't get up.

A: (7) _____ he _____ (bleed)?

B: Yes, he was. So we immediately called an ambulance. It arrived fast.

A: (8) _____ was Miguel feeling when it arrived?

B: He was feeling bad.

A: (9) _____ he _____ (talk)?

B: Yes, he was. He was saying that his head hurt!

6 WRITING



In pairs, use the conversation in Activity 5 as a model to write a conversation about an event that happened in the past.

CLOSURE

7 SPEAKING Role-play your conversation and, if possible, record it on a phone. Share your recording with another pair.

IT You can go to <http://www.edutics.mx/550> to get some tips to record a video with a cell phone.

DISCIPLINARY COMPETENCY

11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

8 SELF-ASSESSMENT Answer the questions and then discuss your answers with a classmate.

- | | |
|--|--------------------------------------|
| 1 What did you find easy in this lesson? | 3 What do you need to practice more? |
| 2 What did you find hard? | 4 How do you intend to practice it? |

SELF-REGULATION



In pairs, read the instructions in the sticky note. Then discuss the questions.

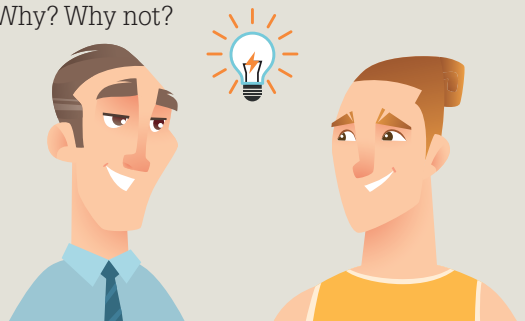
- 1 Look at the pictures in Activity 5.
- 2 Discuss what each person was doing and say why the accident happened.
- 3 Discuss with your partner solutions to avoid having accidents like this. Write the best one on sticky note 1.
- 4 Share your solution with another pair and together decide which is the best one. Write it on sticky note 2.

1

2

- 1 Is it hard for you to work with someone and change your mind?
- 2 Do you agree with the phrase “two heads are better than one”? Why? Why not?

When finding solutions together, how important do you think it is to be flexible and be able to change your mind? Discuss as a class.



1 Read the definitions and write the words.

- _____ : a vehicle for taking people to hospital
- _____ : a long valley with sides made of rock
- _____ : something you wear on your head to protect it
- _____ : a very large rock
- _____ : the process of losing blood

2 Put the words in order to make questions.

- canyoneering / in Mexico / they / Were / ?

- they / Mount Everest / climbing / Were / ?

- she / boulder / looking at / Was / the / ?

- the people / wearing / Were / helmets / ?

- bleeding / Were / a lot / you / ?

3 Complete the conversation with the verbs in parentheses.

- Police officer:** Tell me what you saw. But first, what (1) _____ you _____ (do) on this street?
- Javier:** I was window shopping.
- Police officer:** Where (2) _____ you _____ (stand)?
- Javier:** Here by this shoe store. Then I saw a woman who (3) _____ (rappel) down that building over there.

Police officer: What (4) _____ she _____ (wear)?

Javier: Blue jeans and a black jacket

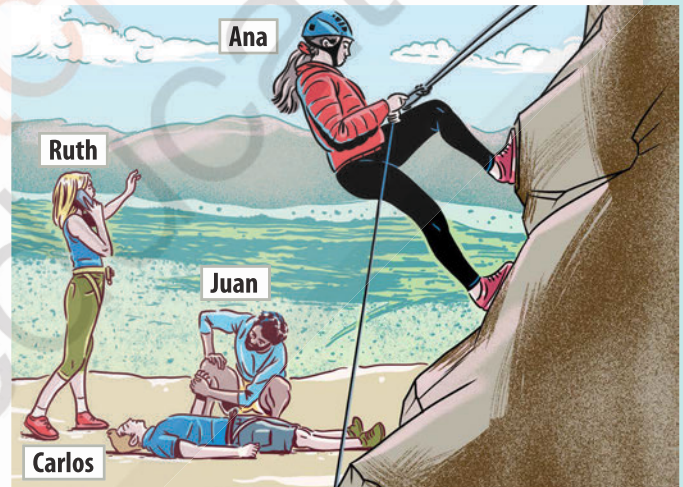
Police officer: (5) _____ she _____ (carry) anything?

Javier: Yes. She had a large sack over her shoulder.

Police officer: Can you describe her?

Javier: No, she (6) _____ (wear) a mask, so I couldn't see her face.

4 Look at the picture of the time when Carlos and Ana went rappelling with some friends. Write five past progressive questions that match the answers.



- What _____
They were rappelling.
- Where _____
They were rappelling in Querétaro.
- What _____
Carlos was climbing up when he fell.
- Who _____
Ruth was calling the rescue services.
- Were _____
Yes, they were. They were feeling very worried.
- Was Ana _____
No, she wasn't. She was climbing down to help.

PREP Play *What Were you Doing?*

- Go around the class and ask your classmates: *What were you doing at nine o'clock last night?*
- At the end, tell the class about the most unusual or interesting answer you received.

1 LISTENING



Listen and read the text. Then match each picture below to a paragraph.

GENERIC COMPETENCY

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools

OPENING

COAHUILA TIMES

PLANT-A-TREE DAY GETS CREEPY



LOCAL CELEBRITY: Luis Alberto Guzmán

1 It was plant-a-tree day last week. High school students from all over the state took part. Luis Alberto Guzmán was planting a **sapling** on a hillside a few kilometers from his school in Saltillo, Coahuila when his spade hit something hard. He knelt down. He was removing stones to make enough room for the **roots** when he unearthed something white. “It wasn’t a stone. It was an animal **skull!** And it was large!” said Luis Alberto Guzmán. “My friends were planting trees nearby when I called them over to look. We showed the skull to the teacher and she immediately phoned the local natural history museum,” he added.

2 The students were taking some photos while they were waiting for the experts to arrive. The experts finally arrived and they examined the skull. It was the skull of an ice-age bear! The experts were **excavating** for more bones while everyone was watching. Over the next few weeks, **paleontologists** found many more bones (almost a complete skeleton). They estimated this **skeleton** was 12,000 years old. Luis Alberto Guzmán is now a local celebrity. “Wow,” he said, “I was only planting a tree when I found it!”



2 VOCABULARY Read the definitions and write the words in bold from the text in Activity 1 that correspond to each. You can use a dictionary to check your answers.

- _____ : a very young tree
- _____ : the parts of a tree that are underground
- _____ : a scientist who studies ancient life
- _____ : to dig in the ground to find things from the past
- _____ : the set of bones that supports a human or animal body
- _____ : a cranium

3 GRAMMAR Underline all the sentences in the article with *while* or *when*. Then answer T (True) or F (False), and correct the false statements. Share your answers with a classmate.

- The sentences contain two actions in the past. T F
- In the *when* clauses, a past action is interrupted by a progressive (longer) action. T F
- In the *while* clauses, both actions were in progress at the same time in the past. T F

LANGUAGE

When we describe how a longer action in the past was interrupted by a shorter action we usually use the word *when*. We use *while* in sentences that describe two actions in the past in progress at the same time.

4 Complete the sentences in the table.

Past progressive	When	Simple past
(1) He _____ a sapling	when	his spade hit something hard.
(2) He _____ stones		he _____ an animal skull.
(3) His friends _____ trees		he _____ them over to look.

Past progressive	While	Past progressive
(4) The students _____	while	they _____ for the experts to arrive.
(5) The experts _____		everyone _____

LANGUAGE

You can change the order of the clauses. For example, *When he unearthed the skull, he was removing stones. While the students were waiting for the experts to arrive, they were taking some photos.*

Go to the **LANGUAGE GUIDE** on page 86.

5 Complete these sentences using the simple past or past progressive of the verbs in parentheses.

- We _____ (talk) about the ecological campaign when María _____ (interrupt) us.
- I _____ (collect) newspapers when it _____ (start) to rain.
- While she _____ (pick up) trash in the patio, he _____ (cut) the grass.
- She _____ (install) eco-friendly light bulbs when she _____ (fall) off the ladder.
- While we _____ (work) in the community, they _____ (collect) aluminum cans for recycling.



6 WRITING



In pairs, write a story. Follow the instructions.

- 1 Think of something that happened recently, it can be at school, at home, or on the street, to you or someone you know.
- 2 Write a few sentences describing it. Make sure you include the tenses in this lesson and *while* and *when*.
- 3 Read your story again and correct any mistakes.
- 4 Give the story to another pair and have them make some corrections.
- 5 Write a final version of your story.

CLOSURE

7 SPEAKING Exchange stories with your classmates.

When you finish, ask follow-up questions.

What was your family doing when this happened?

I was studying while my mom was teaching.



DISCIPLINARY COMPETENCY

11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

8 SELF-ASSESSMENT Check (✓) the option that best describes your performance. Compare your answers with a classmate.

	Very well	With some help	It's very difficult
(1) I understand when to use the simple past and the past progressive when telling a story about the past.			
(2) I know how to combine these tenses in clauses using <i>when</i> and <i>while</i> .			
(3) I can write a story using these tenses accurately.			
(4) I can tell a story using these tenses.			

SELF-REGULATION



Talk about your experience writing a text and having someone review it. Discuss the questions.

- 1 Did you feel comfortable getting feedback from a classmate? Why?
- 2 Did you use to get feedback about your work when you were a child? Describe how it was.
- 3 Do you think you will get feedback when you are an adult? How will you feel?

Why do you think respectful feedback is important for children, teens, and adults? Discuss as a class.



1 Write the words under the pictures.



1 _____



2 _____



3 _____



4 _____

2 Complete the sentences with words from Activity 1.

- The _____ was looking at the skull when his colleagues arrived.
- They were planting a _____
- The paleontologist was carrying the _____ while people were watching.
- We were making room for the _____ while we were planting the trees.

3 Complete the sentences with the simple past or the past progressive of the verbs in parentheses.

- While we _____ (plan) the Save-the-Planet campaign, Diego _____ (advertise) it.
- Stefan _____ (take) photos of the recycling containers when he _____ (drop) his camera.

- I _____ (walk) down the street when I _____ (see) a lot of plastic trash on the ground.
- They _____ (water) the plants while we _____ (plant) saplings.

4 Underline the correct option.

I was worried. The trees in my neighborhood were (1) dying / died. (2) What / How was killing them? The (3) leaves / roots were turning brown and falling off. The park used (4) be / to be beautiful, but now it looked bad. What (5) could / was I do about it?

I decided to call some experts. They said they (6) couldn't / wasn't come until the following week. I was waiting patiently while the experts were (7) inspecting / glancing the trees. Then they told me the trees had a bacteria, and there was no solution. How sad!

5 Complete these sentences with either the past progressive or the simple past with information about you.

- When I arrived at school _____

- While I was waiting for the bus _____

- When I left home _____

- When I saw my friend _____

You will create a class book of anecdotes about this semester, and present it to other classes.



Professional Skill: Communicating and Influencing

Building Collaborative Relationships

Developing and strengthening partnerships with others by

- asking others about their personal experiences and interests.

- asking questions to identify shared experiences.
- acknowledging others' perspectives and ideas.
- providing support to others.

1 As a class, brainstorm the most important events, anecdotes, and stories that you all shared this semester. Look at the example.

2 In small groups, choose an event. Write in your notebook questions about what happened. Go around the class asking questions to identify shared experiences.

Events, Anecdotes, Stories

Last week, we were doing a test when we heard a strange noise. As we were taking other classes, we heard the noise again. Then, suddenly Óscar saw a baby owl in a corner. We called animal rescue and made sure that the owl was OK. It was an exciting day!

Were you scared?

What were you thinking when they called animal rescue?



SKILLS

Remember to listen fully to your classmates. Don't interrupt them even if you feel like your classmates are not being clear. Wait until the end to ask questions.

3 Write a first draft of your event, anecdote, or story in your notebook.

4 Think of your audience and check the elements that you need to include.

- | | |
|---|---|
| <input type="checkbox"/> title | <input type="checkbox"/> descriptions |
| <input type="checkbox"/> subtitle | <input type="checkbox"/> pictures |
| <input type="checkbox"/> when and while | <input type="checkbox"/> correct spelling and punctuation |

CROSS-CURRICULAR PROJECT

READING, ORAL, AND WRITTEN EXPRESSION

- 5 Have another group read your draft and make corrections.
- 6 Make a final version and put it together with the stories or events from the rest of the class.
- 7 Present your book to another class. Provide support to other teams.



SELF-EVALUATION RUBRIC

- 8 Circle the sentences in the table that best describe your work.

Project aspect	Needs improvement	OK	Good	Outstanding
Asking others about their personal experiences	I couldn't focus on their personal experience. I didn't know how to formulate my questions.	I asked some questions about personal experiences but I wanted to ask more questions.	I asked the necessary questions about my classmate's personal experiences.	I asked all the questions I needed to and I also asked follow-up questions about personal experiences.
Asking enough questions to identify shared experiences	I didn't know what to ask to identify shared experiences.	I could identify some shared experiences, but I'm not sure if I asked the correct questions to identify them.	I asked the correct questions to identify shared experiences.	I asked the correct questions to identify shared experiences and I also shared my own experiences.
Listening to everyone without interrupting	I couldn't let my classmates finish their ideas. I interrupted too many times.	I only interrupted when my classmates were not clear.	I let my classmates finish talking.	I let my classmates talk and express themselves. I waited until the end to ask questions.
Working as a team	Work wasn't distributed equally, and we didn't have much interest or enthusiasm.	We all worked hard, but we had constant arguments and disagreements.	Everyone participated and worked hard, but we need to improve our organization.	All team members participated actively, and we respected everyone's opinions.

- 9 Complete with your ideas on how to improve your performance.

- 1 Something you can do to improve the communication with others: _____
- 2 Something you can do to make sure you listen attentively to your classmates without interrupting:

- 3 Something you can do to work better with others as a team: _____



- 1** Think of yourself five years ago. What kind of person were you? What things did you like? Who were your friends? Write notes.

- 2** Complete the table with information about yourself. Look at the example.

Aspect	I used to... / I didn't use to...	Now, I...
In my neighborhood	<i>I used to ignore my neighbors. I didn't use to participate in any decisions made; I didn't care about who I was as a neighbor.</i>	<i>Now, I get involved more. I attend the monthly meetings and I try to participate and give my opinion, because now I think it is important.</i>
At school		
As a friend		
At home		
In my community		

- 3** Choose one of your experiences and share it with someone you trust.

- 1 What helped you achieve the changes? _____
- 2 How does changing some habits help you personally with others and at school? _____

- 3 How do you know when it's time to make changes in your behavior? _____

- 4** Share your experiences and discuss as a class the benefits of developing the ability to change.

FOR YOUR LIFE

The ability to change is part of human nature, although we are not always aware of it. When you recognize that you are able to change your behavior, you also accept the responsibility to modify the way you relate with other people and your activities. And when you accept that responsibility, you are in command of your self-control, which can help you greatly in every aspect of your life, because you will be making decisions being fully aware of their consequences.