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# TAKE THE LEAD

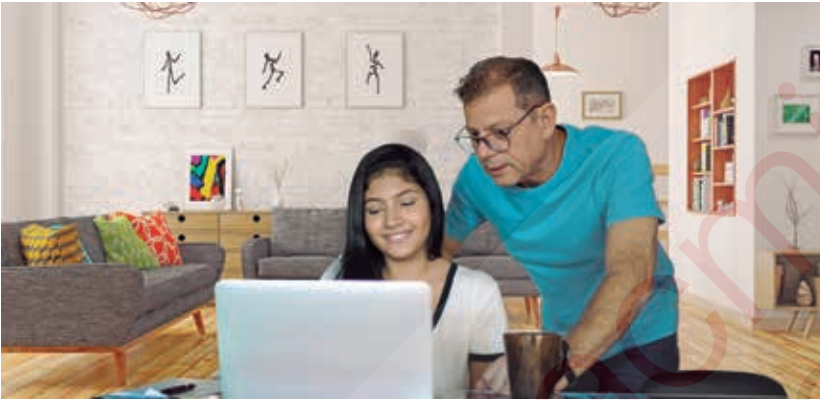


**5** Student's Book

**PREP** Play *Pick a Number*.

- Get into pairs. Get two little pieces of paper, number them, and fold them up.
- Each picks a paper. If you pick number 1, tell your partner the family member you admire and explain why giving examples. If you pick number 2, talk about the family member that has influenced you the most and say how.

## OPENING

**1 LISTENING**  Listen to the conversation and underline the correct option.**DISCIPLINARY COMPETENCY**

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

- 1 The conversation is about the speakers' extended family / nuclear family.
- 2 The girl doesn't know much / knows a lot about her family.
- 3 The speakers talk about the family's jobs / likes and dislikes different family members have.
- 4 In this family some people are / nobody is musical.

**2 VOCABULARY** Match each profession to a definition. Compare answers in pairs.

- |                |   |
|----------------|---|
| 1 firefighter  | a someone who uses money to start businesses and make business deals  |
| 2 vet          | b someone whose job is to make fires stop burning and help people to escape from other dangerous situations |
| 3 engineer     | c a doctor who treats people with mental illnesses  |
| 4 architect    | d a doctor for animals  |
| 5 musician     | e someone whose job is to design buildings  |
| 6 entrepreneur | f someone who designs or builds things such as roads, railroads, bridges, or machines                       |
| 7 psychiatrist | g someone who performs or writes music as their job   |



### 3 GRAMMAR Analyze the examples and complete the sentences with words from the box.

He was a firefighter, wasn't he?  
 She had 10 dogs, didn't she?  
 He has lived in Australia for the last 20 years, hasn't he?  
 They have won scholarships to a music college, haven't they?  
 She didn't play a musical instrument, did she?

true affirmative comma negative



- We use tag questions to confirm if the information we think we know is \_\_\_\_\_
- When the verb in the statement is affirmative, the verb in the tag question is \_\_\_\_\_
- When the verb in the statement is negative, the verb in the tag question is \_\_\_\_\_
- Before the tag, there is always a \_\_\_\_\_

### 4 Complete the tables with tag questions and short answers.

	Affirmative statement	Negative tag	Affirmative answer	Negative answer
Simple past	They were musicians,	weren't they?	Yes, they were.	No, they weren't.
	(1) He loved dogs,	_____ he?	Yes, _____	<i>No, he didn't.</i>
Present perfect	(2) She has worked as a nurse for a year,	<i>hasn't she?</i>	Yes, she has.	
	(3) They have worked in a tech company,	_____ they?		

	Negative statement	Affirmative tag	Affirmative answer	Negative answer
Simple past	(4) He wasn't a teacher,	was he?	<i>Yes, he was.</i>	
	(5) She didn't go to college,	_____ she?		
Present perfect	(6) He hasn't ever lived abroad,			<i>No, he hasn't.</i>
	(7) They haven't finished school,	_____ they?		

### LANGUAGE

The simple past is used for actions or situations that started in the past and are now finished. The present perfect is used to express actions or situations that began in the past and are still happening, are still true now, or affect the present in some way.

Go to the **LANGUAGE GUIDE** on page 80.

# STARTER

## 5 SPEAKING



In pairs, talk about the jobs that your family has had. Take notes and confirm the information using tag questions.

Your aunt was a flight attendant, wasn't she?

No, she wasn't. She worked at the airport, but she was a ticket agent.



## GENERIC COMPETENCY

6. The student effectively participates and collaborates on diverse teams.

**IT** You can go to <http://www.edutics.mx/5us> to check on a list of jobs and professions.

**6 SELF-ASSESSMENT** Read the sentences and circle T (True) or F (False). Then, in pairs, share how to make true the ones you circled as false.

- |   |   |   |
|---|---|---|
| 1 I can name family members, professions, and jobs.                             | T | F |
| 2 I can use the simple past and present perfect tenses to talk about my family. | T | F |
| 3 I can confirm this information using tag questions.                           | T | F |

## RESPONSIBLE DECISION MAKING



Think of decisions you have made recently. Write two examples for each column in the table. Then exchange books with a classmate and confirm his or her decisions using tag questions.

Decisions I have made	
By myself	Together with my family

You've decided to go to the soccer game, haven't you?

You and your family decided to paint the house, didn't you?



Which type of decisions require your family to give an opinion and which don't? Share examples with a classmate.

## 1 Write the profession.

- 1 \_\_\_\_\_: the person who starts businesses
- 2 \_\_\_\_\_: the person who performs or writes music
- 3 \_\_\_\_\_: the person who designs streets
- 4 \_\_\_\_\_: the person who fights fires
- 5 \_\_\_\_\_: the person who designs buildings
- 6 \_\_\_\_\_: the person who treats animals

## 2 Complete the paragraph with words from the box.

half-sister   siblings   parents   son  
grandparents   mother

I have two (1) \_\_\_\_\_, a brother and a sister. Our (2) \_\_\_\_\_ got divorced a long time ago, but my (3) \_\_\_\_\_ married again, so we have a stepfather. He already had a (4) \_\_\_\_\_ by another marriage, so we have a stepbrother. My mom had a little girl with him, so we have a (5) \_\_\_\_\_, too. Mom's parents, our (6) \_\_\_\_\_ adore her!

## 3 Complete the sentences with tag questions.

- 1 They lived in Puebla, \_\_\_\_\_?
- 2 She has adopted a lot of puppies, \_\_\_\_\_?
- 3 He wasn't chosen for the soccer team, \_\_\_\_\_?
- 4 They have lived in Texas for years, \_\_\_\_\_?
- 5 He hasn't been in school all week, \_\_\_\_\_?

## 4 Put the words in order to make sentences. Write a comma in the correct place.

- 1 wasn't he / was / Your dad / a teacher / ?

\_\_\_\_\_

- 2 haven't you / You / physics / have studied / ?

\_\_\_\_\_

- 3 professionally / didn't he / played soccer / His brother / ?

\_\_\_\_\_

- 4 haven't found / have you / You / a job / ?

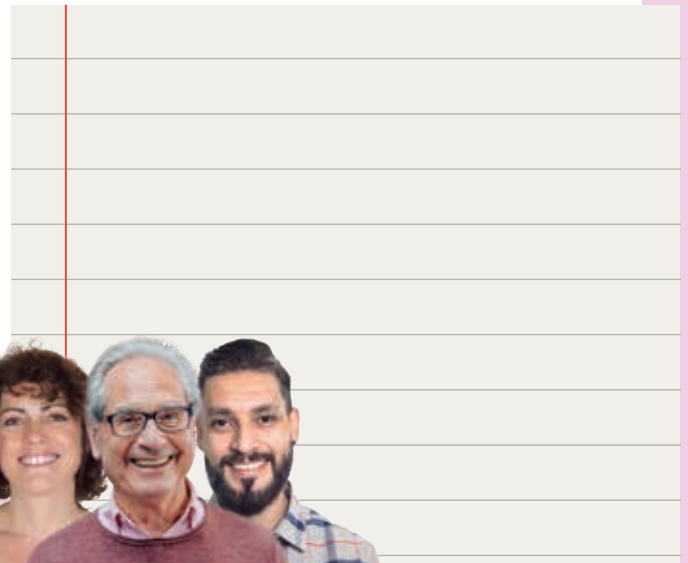
\_\_\_\_\_

- 5 They / in Acapulco / did they / didn't get married / ?

\_\_\_\_\_

## 5 Read and write five tag questions about the text. Then take turns with a classmate asking and answering them.

Ricardo Esquivel, born in 1957 in Spain, is a famous teacher. He has been a teacher for 30 years. His children are Claudia and Jaime. When they grew up they became teachers. Claudia married Silvio, a famous singer from Morelos. They have been married for five year . Jaime is well-known among teachers in Querétaro for his public speaking skills. What a talented family!



# BLOCK 1

## CAUSE AND EFFECT

### IN THIS BLOCK YOU WILL...

- read and identify specific information about a person's weekend.
- write a story about a terrible weekend in the past using *when* and *while*.
- read and order tips for a job interview.
- understand words from context.
- give advice for a job interview using modals.
- listen to a set of rules at a hospital.
- write rules and regulations for a volunteer job using modals.
- read a blog about hi-tech gadgets.
- write an anecdote about events that had an effect on other events.
- read a newspaper article about a traffic jam.
- write regrets about past actions or situations.

### YOU WILL LEARN TO USE...

- simple past and past progressive.
- modals for advice, suggestions, and predictions.
- modals for rules.
- past perfect and simple past.
- modals of regret, *If only*, and *I wish*.

### YOU WILL ALSO GET TO...

- create a slideshow presentation about an event that has had consequences in the present.
- write steps to promote responsible decision making.



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



**PREP** Play *The Luck of the Draw*.

- Write time references on small pieces of paper, for example: *yesterday morning, at six o'clock last night, Saturday evening, at nine this morning, at lunchtime yesterday, last Friday, yesterday evening, etc.*
- Fold the papers and put them in a bag or hat.
- In teams of six, take turns picking one and saying what you were doing at the time you see on the paper.

**1 READING** Read Alexa's blog and answer the questions.

www.alexasonlinediary.blog

## A WEEKEND FROM HELL

Last weekend my parents went away and left me in charge of the house: my brother, my sister, and the dog. I didn't think it would be very difficult. How wrong I was!

Our parents left on Friday night. Of course, Bere and Alan refused to go to bed. While I was trying to get their pajamas on, the dog destroyed my collection of origami animals! I've had it for years, so I was very annoyed. When the children were in bed, they insisted I read them stories. I was reading them the eighth book, when they finally fell asleep.

The next morning, while I was enjoying my Saturday morning in bed,

the kids and the dog suddenly ran into my bedroom and jumped onto my bed, demanding breakfast. Good heavens! Don't they know how to serve themselves cereal? After breakfast, while they were watching a movie, I took the dog for a walk. When I came back, I smelled burning! The children were burning popcorn! The weekend was going from bad to worse!

I ordered pizza for lunch, of course. While I was receiving the pizza at the front door, the dog ran out and disappeared down the street. It took me twenty minutes to get him back into the house. In the afternoon, they were playing quietly while I was

washing the dishes. When I finished, I went to my bedroom to rest. After a while, I heard a lot of noise, so I came downstairs to investigate. The kids were covered in paint, and so was the kitchen! I was still cleaning up when my parents arrived home!

**GENERIC COMPETENCY**

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

OPENING



1 What did the dog do while Alexa was trying to get her siblings to bed?

\_\_\_\_\_

2 What did the children do when Alexa was reading the eighth book?

\_\_\_\_\_

3 What was Alexa doing when the kids demanded breakfast?

\_\_\_\_\_

4 What were the kids doing when she smelled burning?

\_\_\_\_\_

5 What happened with the dog while Alexa was receiving the pizza?

\_\_\_\_\_



**2 GRAMMAR** Read the examples. Underline the simple past and circle the past progressive. Then write the letter of the example that matches each use.

- a I was reading them the eighth book, when they finally fell asleep.  
 b I ordered pizza for lunch.  
 c I heard a lot of noise and I went to investigate.  
 d They were playing quietly while I was washing the dishes.

- 1 We use the simple past to describe an action that started and finished in the past. \_\_\_\_\_
- 2 It is possible to have two actions in the simple past in a sentence and it means that both actions finished in the past. \_\_\_\_\_
- 3 It is possible to have two actions in the past progressive in a sentence and it means that both actions happened simultaneously. \_\_\_\_\_
- 4 We use the past progressive with the simple past to contrast an ongoing past action and a shorter, often interrupting, action. \_\_\_\_\_

**LANGUAGE**

When a short action interrupts another one in the past, we use the words *when* and *while* to link both actions. *When* is usually followed by the simple past. *While* is usually followed by the past progressive.

Go to the **LANGUAGE GUIDE** on page 80.

**3 Complete the sentences with the correct form of the verb in parentheses.**

- 1 He \_\_\_\_\_ (sleep) when the children \_\_\_\_\_ (run) into the room.  
 2 The dog \_\_\_\_\_ (escape) while I \_\_\_\_\_ (stand) at the door.  
 3 We \_\_\_\_\_ (work) on the computer when we \_\_\_\_\_ (hear) a noise.  
 4 My parents \_\_\_\_\_ (arrive) while I \_\_\_\_\_ (clean) up the paint.

**4 Complete the sentences with the pairs of verbs from the box in the correct tense.**

call / get watch / order rest / hear listen / ring come / burn

- 1 While they \_\_\_\_\_ television, I \_\_\_\_\_ a pizza.  
 2 When I \_\_\_\_\_ home, the popcorn \_\_\_\_\_  
 3 My parents \_\_\_\_\_ while I \_\_\_\_\_ the children's breakfast.  
 4 She \_\_\_\_\_ in bed reading when she \_\_\_\_\_ some noises.  
 5 While we \_\_\_\_\_ to the story, the bell \_\_\_\_\_

**LANGUAGE**

It is possible to invert the sentences without changing the meaning. You can say, *While they were playing games, I finished my homework.* And you can also say, *I finished my homework while they were playing games.*





**5 WRITING**



In pairs, write a story about a terrible weekend. Use *when* and *while*.

	<p><b>DISCIPLINARY COMPETENCY</b></p> <p><b>11.</b> The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.</p>

**CLOSURE**

**6 SPEAKING** Tell your story to another pair. Try to tell it without looking at what you wrote.

**7 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 know when to use the simple past in affirmative sentences. 1 2 3 4 5
- 2 I know when to use the past progressive in affirmative sentences. 1 2 3 4 5
- 3 I can write an anecdote using these tenses and *when* and *while*. 1 2 3 4 5
- 4 I can talk about a past event using these tenses. 1 2 3 4 5

**RESPONSIBLE DECISION MAKING**



Think of a time when you made a bad decision. Complete the table and exchange experiences with your classmates.

What decision did you make?	What went wrong?
<p><i>I skipped a class to go to the mall.</i></p>	<p><i>While I was eating ice cream at the mall, my parents came into the ice-cream shop.</i></p>



How can you learn from previous bad decisions? Discuss as a class.

## 1 Put the letters in order to make words and phrases.

- 1 pjaaams \_\_\_\_\_
- 2 oiragmi \_\_\_\_\_
- 3 ppooocrn \_\_\_\_\_
- 4 pzzia \_\_\_\_\_

## 2 Match the definitions with words from Activity 1.

- 1 \_\_\_\_\_: the Japanese art of folding pieces of paper to make models
- 2 \_\_\_\_\_: flat round bread with tomato, cheese, vegetables, and / or meat on it
- 3 \_\_\_\_\_: comfortable clothing that you wear when you sleep
- 4 \_\_\_\_\_: a food made from dried grains of corn that swell when they are heated

## 3 Underline the correct option.

- 1 The runner was warming up / warmed up when his telephone rang.
- 2 While the students were doing / did the test, their teacher was marking their essays.
- 3 He watched / was watching a movie on TV when his grandparents arrived.
- 4 The politician was answering questions when the lights suddenly were going out / went out.

## 4 Put the words in order to make sentences.

- 1 were / They / painting / we / when / arrived / .  
\_\_\_\_\_
- 2 beans / farmer / The / planting / was / .  
\_\_\_\_\_

- 3 ordered / takeout / He / lunch / for / .  
\_\_\_\_\_

- 4 outside / heard / We / went / and / footsteps / investigate / to / .  
\_\_\_\_\_

- 5 they / their / While / doing / were / the / burned / homework / pancakes / .  
\_\_\_\_\_

## 5 Complete the story with past progressive or simple past.

It was Friday evening and Stevie was looking forward to playing soccer the next day. But when he **(1)** \_\_\_\_\_ (wake up) the next morning it **(2)** \_\_\_\_\_ (rain).

While Stevie **(3)** \_\_\_\_\_ (try) to score a goal, he slipped and broke his leg. It was terrible to break his leg while he **(4)** \_\_\_\_\_ (do) something he enjoyed. It was even worse when he **(5)** \_\_\_\_\_ (realize) he hadn't even scored the goal!



## 6 Complete the sentences with information about yourself.

- 1 Many years ago, I \_\_\_\_\_  
\_\_\_\_\_
- 2 Last Monday at 7:00, I was \_\_\_\_\_  
\_\_\_\_\_
- 3 Last weekend I was \_\_\_\_\_ while  
\_\_\_\_\_
- 4 Yesterday I was \_\_\_\_\_ when  
\_\_\_\_\_
- 5 When I was sleeping \_\_\_\_\_

**PREP** Play *Chain Game*.

- Get into teams of 10 and stand in a circle. Ask questions about job tools. For example, *Who uses a hose to work?*, *Who uses a computer?*, *Who uses a camera?*, *Who uses a board?*, *Who uses a helmet?*, *Who uses the constitution?*, *Who uses a ladder?*, etc.
- A person in the circle asks his or her question, the person to the right should answer and then ask his or her question.
- Continue until everybody in the circle has asked a question. Make sure not to repeat them. You could repeat the game asking different questions.

**1 READING** Read the article. Order the tips from **1 the most useful to 7 the least useful**. Then compare your answers in small groups.

**DISCIPLINARY COMPETENCY**

**1.** The student identifies, orders, and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

OPENING

www.gettingyourfirstjob.or

## Tips Before a Job Interview

**A** You should prepare carefully for the interview. For example, be ready to answer questions about your qualifications, goals, and skills. Remember what you wrote on your application, your résumé or CV!

**B** The interviewer may ask about your experience. You could talk about relevant experience in volunteer jobs, for example.

**C** He or she will probably ask you about your strengths and weaknesses. Think about what they are beforehand. You could mention the strengths that are particularly important for the job you are applying for.

**D** It's a good idea to think of some questions to ask your possible future employer. You should learn as much about the company and the job as possible, and be ready to ask some intelligent questions of your own. That will certainly impress your interviewers.

**E** Why not practice interviewing with a teacher or friend who has been to an interview before? That might give you more confidence.

**F** Think about your clothes. They should be clean and neat, and not too casual. You shouldn't wear jeans, for example, and you shouldn't wear your headphones!

**G** You shouldn't be late for the interview, so find out where it is beforehand! You should plan how to get there and decide how much time it will take.

**What are the odds you'll get the job? It all depends, but you'll have a better chance if you follow these tips!**

**2 VOCABULARY** In pairs, look at the underlined words in Activity 1 and guess their meaning by comparing them to your own language. Then read the Language box and check answers in a dictionary. Discuss if this strategy helped.

I thought *qualifications* meant *school grades*.

Yeah, me too!

**LANGUAGE**

A cognate is a word that looks very similar to the word with the same meaning in your own language. But, be very careful, because *actually* doesn't mean the same as *actualmente*, for example. So, when you use this strategy, use the words around it to make sure it makes sense.

### 3 GRAMMAR Read the examples and underline the correct option.

#### Giving advice and suggestions

You *should* prepare carefully for the interview.

You *shouldn't* wear jeans.

You *could* talk about relevant experience in volunteer jobs.

#### Predicting

He or she *will* probably ask you about your strengths and weaknesses.

That *will* certainly impress your interviewers.

The interviewer *may* ask about your experience.

Practicing beforehand *might* give you more confidence.

- The verb following a modal (*should, could, will, may, might*) is in the *-ing* form / the simple form.
- The modal *should* is used for offering advice / talking about obligation.
- Could* is used to predict / give a suggestion.
- To make a prediction you are very confident about, you use *will probably* / *will certainly*.
- We use *may* and *might* to talk about what we think will possibly happen / will definitely happen.

#### LANGUAGE

In everyday speech, there is no difference between *may* and *might* when referring to possibility.

Go to the **LANGUAGE GUIDE** on page 80.

### 4 Complete the sentences using the correct modal.

- I'm sure that you \_\_\_\_\_ get the job if you wear appropriate clothes.
- During the interview you \_\_\_\_\_ look the interviewer in the eye.
- Also, you \_\_\_\_\_ be polite.
- You \_\_\_\_\_ show a lack of enthusiasm.
- The interviewer \_\_\_\_\_ probably ask you about why you want the job. That's a possibility.
- You \_\_\_\_\_ be nervous. That's possible.
- Here's a suggestion, if you're feeling very nervous, you \_\_\_\_\_ do some breathing exercises.
- That \_\_\_\_\_ certainly give you the job!

### 5 Imagine a friend is going to have a job interview. Write three pieces of advice and make two predictions about it. Make sure they are different from the ones in Activity 4.

You *should* speak clearly.



**6 SPEAKING**



**In pairs, take turns giving advice to a classmate who is going to have an imaginary job interview.**



**GENERIC COMPETENCY**

**6.** The student effectively participates and collaborates on diverse teams.

**7 SELF-ASSESSMENT** Circle the correct option for you.

- 1 I can identify cognates and some false cognates using context.
  - a I do it very well.
  - b I do it most of the time.
  - c I still need to look them up.
- 2 I can give written and oral advice in English.
  - a I do it easily.
  - b I do it with some difficulty.
  - c I need more practice.
- 3 I can make predictions in English.
  - a I do it easily.
  - b I need to think about it.
  - c I need help.

**RESPONSIBLE DECISION MAKING**



**Think of decisions you made recently. Then rate the tips from 1 *the most important* through 5 *the least important*.**

- \_\_\_\_\_ You should consider what others think.
- \_\_\_\_\_ You should talk to a friend and ask for advice before the decision.
- \_\_\_\_\_ You should think of all the pros and cons.
- \_\_\_\_\_ You should think carefully about the consequences.
- \_\_\_\_\_ You should consider what the Internet says.



**Why is your own opinion the most important factor when making decisions for yourself? Discuss in pairs.**

## 1 Circle six words in the puzzle.

n	i	n	t	e	r	v	i	e	w
g	d	e	m	p	l	o	y	e	r
l	i	g	o	a	l	s	p	c	f
r	j	o	b	o	b	h	e	f	j
t	y	t	r	n	n	g	z	h	s
v	m	q	c	o	m	p	a	n	y
u	w	k	s	k	i	l	l	s	s

## 2 Complete the paragraph with words from Activity 1.

When looking for a (1) \_\_\_\_\_ try to find a considerate (2) \_\_\_\_\_. Before going to an (3) \_\_\_\_\_, check that the (4) \_\_\_\_\_ is a well-recognized one. Also, consider your personal long-time (5) \_\_\_\_\_. What (6) \_\_\_\_\_ do you have? Choose a career which is right for you!

## 3 Match the columns to make tips.

- |                                 |   |
|---------------------------------|---|
| 1 When choosing a career, you   | a just because a friend picks it.             |
| 2 You shouldn't choose a career | b might show you pamphlets.                   |
| 3 You could go and              | c should think what your strengths are first. |
| 4 A guidance counselor          | d ask different people before deciding.       |

## 4 Complete the sentences with words from the box.

could   should   might   may   shouldn't   will

- 1 You \_\_\_\_\_ do research before a job interview. That's my advice.

- 2 The internet \_\_\_\_\_ certainly have information about the company.
- 3 The teacher's suggestion is that we \_\_\_\_\_ try looking on the company's website.
- 4 You \_\_\_\_\_ wear scruffy old clothes.
- 5 That \_\_\_\_\_ give a bad impression.
- 6 You \_\_\_\_\_ prepare some questions for the interviewer. It's a possibility.

## 5 Complete the sentences with words from the box. Then underline the correct option.

strengths   interview   apply   job

- Tom wanted to (1) \_\_\_\_\_ for a vacation job. His father told him: "You (2) **should** / **will** consider several vacation jobs before deciding." He didn't, he arranged an (3) \_\_\_\_\_ at the local swimming club. His friend thought that there he (4) **could** / **might** find the perfect (5) \_\_\_\_\_ for him as one of his (6) \_\_\_\_\_ was swimming. In the interview, he said he (7) **may** / **should** be a good life-saver.

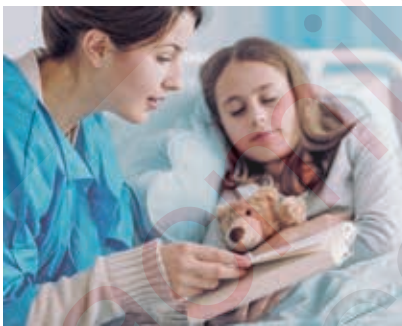
## 6 Write five tips for a friend who wants to apply for a job.

**PREP** Play *Beans Fun*.

- As a class, each student takes six beans or little balls of paper.
- Everybody gets up and walks around the room with their beans.
- Greet a classmate, and say one thing about yourself for every bean you have.
- Move on to the next classmate and continue until you have talked to five classmates.

**1 LISTENING**  **Listen and check (✓) the information that is mentioned. Then discuss if you would be interested in volunteering there.**

- 1 the hospital's address
- 2 clothes regulations
- 3 specific times for work
- 4 possible activities
- 5 dos and don'ts
- 6 the benefits of volunteering



**GENERIC COMPETENCY**

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

OPENING

**2 VOCABULARY**  **Complete the sentences with words from the box. Listen again to check your answers.**

scrunchies   bobby pins   scrubs   badge   high-heel

- 1 You must wear the identification \_\_\_\_\_
- 2 You don't have to wear \_\_\_\_\_
- 3 You can't wear \_\_\_\_\_ shoes.
- 4 Tie your hair with \_\_\_\_\_
- 5 You can wear \_\_\_\_\_ to fasten short hair.

**3 GRAMMAR** **Read the examples and complete the sentences with words from the box.**

You *have to be* at least 18 years old.

You *must* wear your volunteer uniform.

You *don't have to* wear scrubs.

You *can't* wear high-heel shoes.

You *can* play games with them.

You *should* wear comfortable shoes with closed toes.

*Can't*   *Don't have to*   *Have to and must*   *can*   *Should and shouldn't*

- 1 \_\_\_\_\_ express obligation.
- 2 \_\_\_\_\_ expresses prohibition.
- 3 \_\_\_\_\_ express advice.
- 4 \_\_\_\_\_ expresses lack of necessity or obligation.
- 5 \_\_\_\_\_ expresses a possibility.

**LANGUAGE**

In American English, *have to* is used for obligation and *can't* for prohibition. *Must* and *must not* are used only in formal, usually written, situations. In British English, *must* and *have to* are both used for obligation, and *mustn't* and *can't* are both used for prohibition. In both American and British English, *don't have to* expresses lack of obligation.

DEVELOPMENT





## 7 SPEAKING



In groups, share the list of rules you wrote in Activity 6 and check if the other pair used modals appropriately. Give and receive feedback.

We think treating children respectfully is an obligation, not a suggestion.



Oh! You're right. You must always treat people respectfully.

### DISCIPLINARY COMPETENCY

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

## 8 SELF-ASSESSMENT

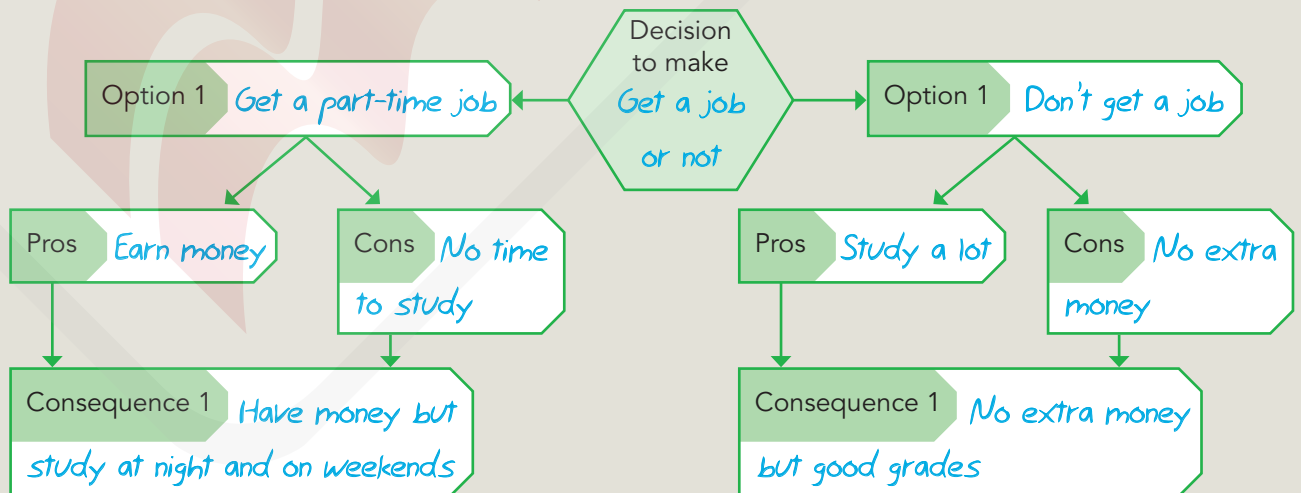
For each statement write: *I'm very confident, I'm almost there, I have some questions, or It's still new to me.*

- 1 I can identify rules. \_\_\_\_\_
- 2 I can express permission and prohibition. \_\_\_\_\_
- 3 I can express advice. \_\_\_\_\_
- 4 I can express obligation and lack of necessity. \_\_\_\_\_

## RESPONSIBLE DECISION MAKING



In pairs, look at the diagram and discuss if it helps visualize options and their consequences. Complete a similar diagram in your notebook about a decision you have to make.



What is more important to consider when making decisions: pros, cons, or consequences? Discuss in small groups.

# WORKOUT

**1 Write letters to complete the words.**

- 1 s \_\_\_\_\_ s
- 2 s \_\_\_\_\_ s
- 3 b \_\_\_\_\_ y p \_\_\_\_\_ s
- 4 b \_\_\_\_\_ e
- 5 h \_\_\_\_\_ h-h \_\_\_\_\_ l



**2 Complete the sentences with words from Activity 1.**

- 1 Doctors wear \_\_\_\_\_ for a surgery.
- 2 Nurses tie their hair with \_\_\_\_\_
- 3 He used a \_\_\_\_\_ to unlock the door.
- 4 All the staff wears a \_\_\_\_\_
- 5 Visitors mustn't wear \_\_\_\_\_ shoes.

**3 Underline the correct word to complete each sentence.**

- 1 You can / have to help the children. (obligation)
- 2 Volunteers should / must wear a uniform. (obligation)
- 3 You should / have to wear flat shoes. (advice)
- 4 You can / must read them stories. (possibility)

**4 Use the clues to write sentences about volunteers at a sanctuary.**

- 1 Obligation: prepare food for animals  
\_\_\_\_\_
- 2 Lack of obligation: clean cages  
\_\_\_\_\_
- 3 Prohibition: hurt animals  
\_\_\_\_\_
- 4 Advice (negative): listen to loud music  
\_\_\_\_\_

**5 Look at the picture and write rules for the retirement home. Include permission, prohibition, advice, obligation, and lack of necessity.**



Blank lined area for writing rules for the retirement home.

## PREP Play *The Longest List*.

- In teams of five, make a list of all the gadgets, devices, or machines that you know.
- The winner is the team that has the longest list after two minutes.
- Write the winning list on the board and have other teams add to it.

### 1 READING Read the Skills box and the sentences. Then scan the text to complete them.

- 1 The writer invited his friends to see the \_\_\_\_\_  
he had recently bought.
- 2 The first thing he showed them was his new \_\_\_\_\_  
\_\_\_\_\_.
- 3 When the TV disappeared, in its place there was a \_\_\_\_\_.
- 4 The second high-tech toy he showed his friends was \_\_\_\_\_.
- 5 The material of the jacket glows \_\_\_\_\_.

#### DISCIPLINARY COMPETENCY

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

OPENING

#### SKILLS

Scanning consists of reading a text quickly to find certain information.

www.hitechbloggers.org

It was 6:30 last Saturday evening, and I was anxious because I had invited some friends over and they hadn't arrived. I wanted them to see two amazing new technology products I had bought recently. I wanted my friends to admire them!

When they had all arrived, I showed them into my living room to see my new 50-inch-high-resolution television screen, which was mounted on the wall. "Very nice, but what's new about that?" asked Edwin. I asked them to leave the room for a moment and then I invited them back in. They were amazed! The television had disappeared! In its place was a work of art! It was a new Frame TV. I had turned it off and the screen hadn't just gone black; it had turned into



a work of art! Everyone gasped in amazement! They said they hadn't seen anything like this in their lives.

The second hi-tech toy I showed them was my solar-charged jacket! I hadn't seen an ad for it, but when I arrived at the store I saw it and loved it! I had to wait for 10 days to get one! It's great! The material absorbs light during the day and glows bright green in the dark! The material can absorb light from any source. "Wow!" Ethan exclaimed. The jacket's not just cool, but keeps you safe too! I had gone running after dark the day before, and with my glowing jacket I wasn't afraid for my safety!



When my friends had left, I wondered: had I been a little too boastful about my new tech toys? Probably! But I can't help it. I just love high tech!

**2 GRAMMAR** Underline the action that happened first in sentences 1 and 2. Then complete the rules with words from the box.

- 1 When they had all arrived, I showed them into my living room.
- 2 They were amazed! The television had disappeared.
- 3 The screen hadn't gone black; it had turned into a work of art.
- 4 I hadn't seen the ad, but I saw the jacket and loved it.

sequence past participle happened before

- 1 We use past perfect to talk about an action that happened \_\_\_\_\_ another action or before a specific time in the past.
- 2 This tense is useful to show how the \_\_\_\_\_ of events happened.
- 3 It doesn't matter which event you mention first. The tense of the verb tells you which \_\_\_\_\_ first.
- 4 We form the past perfect with *had* or *hadn't* and the \_\_\_\_\_ of the verb.

**LANGUAGE**

Notice the difference in meaning between *When I arrived, they left.* (They left after I arrived) and *When I arrived, they had left.* (They were no longer there when I arrived).

Go to the **LANGUAGE GUIDE** on page 81.

**3** Look at the timeline for the first sentence. Draw similar timelines for the rest of the sentences.

- 1 It was six o'clock on Saturday night. I had invited some friends over.



- 3 They were amazed! The television had disappeared.

- 2 When they had all arrived, I showed them into my living room.

- 4 I had seen the ad and bought the jacket immediately.

**4** Complete the table with the correct form of the verbs in parentheses.

	Subject	Auxiliary + verb in past participle	Complement
Affirmative	I	had invited	some friends over.
	(1) The television	_____ (disappear).	
	(2) It	_____ (turn)	into a work of art.
	Subject	Auxiliary + <i>not</i> + verb in past participle	Complement
Negative	(3) My friends	_____ (arrive).	
	(4) The screen	_____ (go)	black.
	(5) They	_____ (see)	anything like this in their lives.

## 5 WRITING



In pairs, think of an anecdote and make notes. Use the timelines to sequence the events. Write your anecdote in your notebook.

## GENERIC COMPETENCY

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

CLOSURE



6 SPEAKING Tell your anecdote to another pair. Ask them questions about it afterwards to make sure they understood.

7 SELF-ASSESSMENT Complete the table with your experience in this lesson.

What I didn't know	What I know now	What I need to practice

## RESPONSIBLE DECISION MAKING



Read the story and answer the questions.

Diana worked for several months to buy a second-hand laptop. She was very excited when the day to buy it arrived. She went into the store and noticed that someone had bought the laptop.

There was another laptop, but it was more expensive than the one she had planned on buying. She didn't know what to do, so she stood outside the store to think of her options.

- 1 What would you do if you were Diana?
- 2 How would you feel if you were her?
- 3 What would you do in her place?
- 4 Has something like this happened to you? How did you feel?



**When making decisions, how important is it to be able to adjust to changes? Why? Discuss as a class.**

# WORKOUT

### 1 Find and circle five phrases.

l k p o w s h i g h r e s o l u t i o n n b v l j h  
 e h i t e c h t o y x g f d s t u r n e d o f f v c  
 x z c s o l a r c h a r g e d y l s g i g h t c c h  
 t h e r m b r i g h t g r e e n z a e q u i p m

### 2 Complete the sentences with the correct form of the verbs in parentheses.

- 1 The dog ate the new mouse I \_\_\_\_\_ (buy).
- 2 When she went out, she \_\_\_\_\_ (do) her homework already.
- 3 John lost the cell phone his mom \_\_\_\_\_ (give) him.
- 4 He ate all the sandwiches our mom \_\_\_\_\_ (make).
- 5 They couldn't remember what they \_\_\_\_\_ (learn) yesterday.

### 3 Complete the text with words from the box.

hadn't rehearsed    had asked  
 had written    had put

Alex and Jorge went to the principal's office and when they got back to the classroom, they were surprised. The teacher (1) \_\_\_\_\_ us to move the chairs and make a big circle.

All of us (2) \_\_\_\_\_ all our backpacks on the back. Oliver and Claudia

(3) \_\_\_\_\_ *Happy Birthday* on the board. As Alex and Jorge walked in the classroom, we started singing "Las Mañanitas." I hope they didn't notice that we (4) \_\_\_\_\_ it!

### 4 Join the two sentences into one using *and* and past perfect.

- 1 The bus left at 4:00 p.m. We arrived at 4:30 p.m.  
We arrived at 4:30 p.m. and the bus had left at 4:00 p.m.
- 2 The teacher gave us a book to read. I read it last summer.  
 \_\_\_\_\_
- 3 We didn't study. We failed the exam.  
 \_\_\_\_\_
- 4 She couldn't drive. She dropped her car keys.  
 \_\_\_\_\_
- 5 I was tired today. I went to bed late yesterday.  
 \_\_\_\_\_

### 5 Look at the picture and describe all the events that had happened before the drone fell.



Handwritten notes area with horizontal lines for writing.

**PREP** Play *Ten and Stop*.

- Play in teams of four. Write a list of 10 words connected to the street and traffic.
- The first team to complete their list is the winner.
- Write all the words on the board. Add words from other teams to your list.


**1 READING** Read and underline the events that led up to the accident. In pairs, discuss whose fault you think it was.
**GENERIC COMPETENCY**

4. The student listens, interprets, and issues pertinent messages in distinct contexts using appropriate media, codes, and tools.

**OPENING**
**TODAY'S NEWS**

# LOCAL YOUTH CAUSES MAJOR TRAFFIC JAM



León Sánchez, 18, was cycling to school this morning when he saw a friend walking along the sidewalk. He waved and shouted a greeting. Then suddenly, he noticed an elderly lady right in front of him. He swerved to avoid her, narrowly missing her. She dropped her basket, sending fruit and vegetables all over the three-lane road. Two cars behind skidded to a halt, crashing into each other. It took police an hour and a half to open the road to normal traffic.

Bystanders were surprised to hear León shouting at Mrs. Gómez, blaming her for the accident. Later, León was very sorry about everything. "If I hadn't waved to my friend, the accident wouldn't have happened," he admitted. "I should have followed the traffic rules and kept my eyes on the road. And I wish I hadn't shouted

at Mrs. Gómez. There was no reason to do that! I certainly could have handled the situation better, but I felt very nervous. I apologized to her and she accepted my apology."

Mrs. Gómez regretted her actions too. "It was partly my fault. If only I had crossed at the pedestrian crossing 100 meters down the road! But I wish I hadn't lost all my shopping!"

Jaime Pérez, whose car was damaged in the incident, said "I shouldn't have crashed! If I had reacted faster, I would have avoided the accident! Now my car will be in the repair shop for a week and I'll need to use public transportation!"

The local police said accidents involving cyclists were common. "Luckily, nobody was injured in this incident," he added.

**2 GRAMMAR** Analyze the examples. Then circle T (True) or F (False). Correct the false statements.

I should have followed the traffic rules and kept my eyes on the road.  
 If I hadn't waved to my friend, the accident wouldn't have happened.  
 I could have handled the situation better.  
 If only I had crossed at the pedestrian crossing.  
 I wish I hadn't shouted at Mrs. Gómez.

- Should have* is used to express a regret about something you wanted to do but didn't. T F
- Could have* is used to talk about possibilities if something had been different in the past. T F
- Would have* is used in conditional sentences to imagine a result if something had been different in the past. T F
- If only* and *I wish* with past perfect express regrets about present actions or situations. T F

**3** Read the article in Activity 1 again and complete the tables.

Subject	Modal + have	Verb in past participle	Complement
(1) I	would have		the accident.
(2) He		followed	the traffic rules.
(3) I			the situation better.

If only / I wish	Subject	Had (not) + verb in past participle	Complement
(4)		hadn't waved	to my friend, the accident wouldn't have happened.
(5)	she		at the pedestrian crossing.
(6)	I		at Mrs. Gómez.

Go to the **LANGUAGE GUIDE** on page 82.

**4** Put the words in order to make regrets.

1 I / walked / didn't / I / have / but / could / .

\_\_\_\_\_

2 We / the / shouldn't / disobeyed / rules / have / .

\_\_\_\_\_

\_\_\_\_\_

3 wishes / He / done / his homework / he had / .

\_\_\_\_\_

\_\_\_\_\_

4 politely / If / only / with mom / behaved / I / had / .

\_\_\_\_\_

\_\_\_\_\_

5 wishes / helped / She / had / she / .

\_\_\_\_\_

\_\_\_\_\_



## 5 WRITING



Write five sentences expressing your regrets. Use all the options you have learned.

## DISCIPLINARY COMPETENCY

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

CLOSURE

Handwriting practice area with five horizontal lines and a vertical margin line on the left.

## 6 SPEAKING In pairs, take turns exchanging your regrets.



## 7 SELF-ASSESSMENT Answer the questions about your experiences in this lesson and identify what you need to improve.

- 1 Can you express regrets? Why or why not? \_\_\_\_\_
- 2 Can you choose the moments when you express regrets? Why or why not? \_\_\_\_\_
- 3 Can you use *If only* and *I wish* with past perfect? Why or why not? \_\_\_\_\_

## RESPONSIBLE DECISION MAKING



Read the hypothetical situation and underline the consequences of the decision. In pairs, discuss and answer the questions.

You are checking out of the supermarket and the man in front of you has dropped a \$500 bill on his way out. You pick it up and look for the man to give him his bill, but he has disappeared. You decide there is nothing you can do about it, so you put the bill into your pocket. Without you noticing it, the man had returned and sees you putting the bill in your pocket. He alerts the guard on the door, and they both accuse you of theft. Nobody listens to your explanation, and they call the police.



- 1 What was the mistake related to decision-making?  
\_\_\_\_\_
- 2 What could you have done differently to avoid a bad outcome?  
\_\_\_\_\_

In pairs, discuss the advantages and disadvantages of making decisions at the right time.





You will create a slideshow presentation about a historical event in your community that has had consequences in the present.

## Professional Skill: Preventing and Solving Problems

### Diagnostic Information Gathering

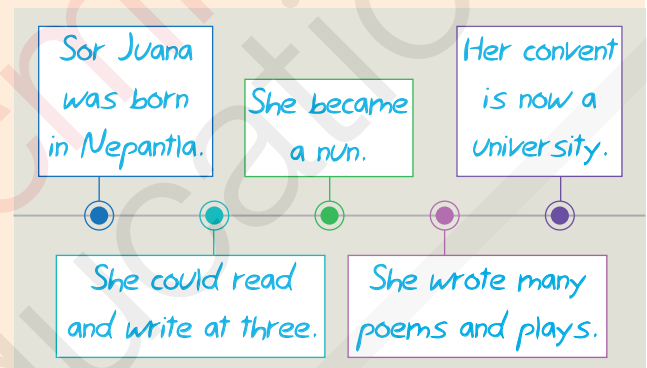
Identifying the information needed to clarify a situation and seeking it from the appropriate sources by

- identifying the accurate information.
- checking multiple sources.

- questioning others to set a course of action.
- asking questions to clarify any situation.
- seeking the perspective of others.

- 1 In groups, answer the questions on a piece of paper to start gathering information for your presentation.**

- 1 Where do you live?
- 2 Has your community changed throughout history?
- 3 Which events have changed your community?
- 4 Have these events benefited or harmed your community?



- 2 Choose one of the events and research its consequences and the hypothetical consequences if it had not happened.**
- 3 Order the information you gathered about the event you chose in chronological order. Include the hypothetical consequences.**



- 4 Make a timeline with the events from Activity 3. Add all the necessary information about each event, including their hypothetical consequences.**

- 5 Discuss as a class what a slideshow presentation should include. Then read the suggestions and add what you deem necessary. Then make your presentation and make sure you don't miss anything.**

- Write sentences for 10-15 slides.
- Choose the correct font and design.
- Decide if you need to use any type of illustrations and choose them.
- Proofread and use a dictionary to correct your mistakes, if necessary.
- Play your presentation to make sure it works correctly.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 6 Get together with another group and make any necessary changes with the feedback you received.**

**7 Listen to your classmates' presentations and tell them your opinions on their work according to the checklist.**

- The presentation is about a specific community.
- It reflects the events in a chronological order.
- The information is clear.
- The presentation includes hypothetical consequences of the events.

I think the presentation had a lot of text.  
You should have used more pictures!



### SELF-ASSESSMENT RUBRIC

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

Project aspect	Needs improvement	OK	Good	Outstanding
<b>Identifying accurate information</b>	I didn't know which information to choose and I couldn't find any criteria that helped me.	I chose information that was somewhat useful for the presentation.	I chose information that was very useful for the presentation.	I chose the proper information from the beginning and it was all useful for the presentation.
<b>Checking multiple sources</b>	I only checked one source.	I checked fewer than three sources.	I checked fewer than four sources.	I checked more than six sources.
<b>Asking questions to clarify any situation</b>	I didn't ask any questions and I didn't have any doubts.	I asked a few questions and I clarified one doubt or less.	I asked some questions and I clarified some of my doubts.	I asked plenty of questions and I clarified all my doubts.
<b>Seeking the perspective of others</b>	I didn't talk to anyone to ask for their opinion.	I talked to one person and asked for their opinion.	I talked to my group at all times and we shared our opinions.	I talked to my group and class at all times and we shared our opinions.

**9 Complete the sentences with your ideas on how to improve your performance.**

- Something you can do to identify the proper information easier: \_\_\_\_\_
- Something you can do to choose better sources: \_\_\_\_\_
- Something you can do to ask for others' opinions: \_\_\_\_\_



# RESPONSIBLE DECISION MAKING

31

Key concept: TAKING ACTION

- 1 Go back to pages 6, 11, 15, 19, 23, and 27 and write down all the aspects you need to take into account before you make a decision.

## Aspects to Take into Account

Page 6

Page 19

Page 11

Page 23

Page 15

Page 27

- 2 Now think of a very important decision that you have to make, like the profession you will choose and where you will study. Write it down.

Blank space for writing a decision.

- 3 Go back to Activity 1 and write down steps you need to follow to make the decision.

Action	Date

- 4 Share your steps with a classmate and set dates for the actions. Add them to a calendar and make sure you carry them out on time.

### FOR YOUR LIFE

When making decisions, it is important to know which steps you will follow, the aspects you will consider, and to set a date. If you don't set a date, everything can be left written in a notebook or in your mind and stay there forever. It is very important to set realistic dates and carry out the actions on time. In this way, you will be taking action and achieve whatever goal you choose.