

Student's Book

3

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# SETUP



# 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>

# UNIT 1 LESSON 1

## 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. \_\_\_\_\_
- 2 The state of how things were in the past. \_\_\_\_\_
- 3 The state of how things were not in the past. \_\_\_\_\_

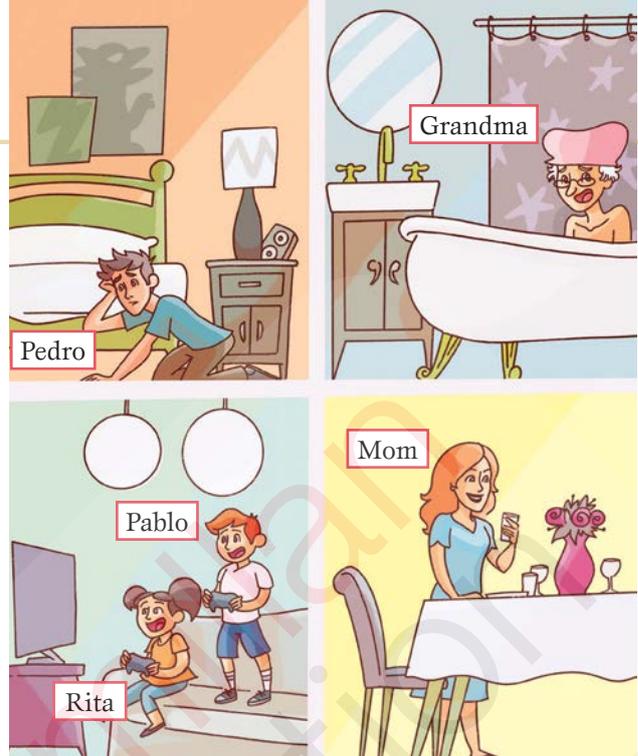
### 5 Complete the sentences with the simple past of the verb to be.

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

## 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.

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.

Where was Pablo?

He was...



## LIFE SKILLS HELPING OTHERS

### 8 Circle the ways you can help the elderly people in your community. Add your ideas.

- 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: \_\_\_\_\_

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



# Extra Practice

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



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_

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

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

- Mom:** Where (a) \_\_\_\_\_ you, Beto? I didn't see you.  
**Beto:** I was in the living room, Mom.
- Mom:** (b) \_\_\_\_\_ Sandra with you?  
**Beto:** Yes, she was, Mom.
- Mom:** (c) \_\_\_\_\_ Rodrigo and Bernie in the living room with you too?  
**Beto:** No, Mom. They (d) \_\_\_\_\_ in the yard playing soccer.

**5** Find and correct the mistake in each sentence.

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



**READING UNDERSTANDING SEQUENCE OF EVENTS**

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

## Day of the Dead in Pátzcuaro



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.

- a What did the students do first?
- b What did they do before they ate *pan de muerto*?
- c What did they finally do?
- d 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 \_\_\_\_\_ to the verb.
- b The auxiliary verb for simple past is \_\_\_\_\_.
- c For the \_\_\_\_\_ 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: \_\_\_\_\_ e dance: \_\_\_\_\_
- b film: \_\_\_\_\_ f move: \_\_\_\_\_
- c (not) watch: \_\_\_\_\_ g travel: \_\_\_\_\_
- d visit: \_\_\_\_\_ h (not) 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) \_\_\_\_\_ (research) about the Holi festival in India that commemorates the victory of good over evil. This is what (b) \_\_\_\_\_ (happen) in the festival last year: (c) \_\_\_\_\_, the day before Holi, people lit bonfires. Then, they worshipped, (d) \_\_\_\_\_ (dance) and sang around the fire. (e) \_\_\_\_\_, on Holi day, people rubbed color powder (*Gulal*) on their faces and clothes. (f) \_\_\_\_\_, they (g) \_\_\_\_\_ (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.



### 1 Write the sequence words you remember in order.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

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

Present	Past
(a) research	
(b) visit	
(c) film	
(d) travel	
(e) start	
(f) happen	
(g) dance	
(h) move	

### 3 Change the sentences to the negative form.



- a I visited Pátzcuaro last week.  
\_\_\_\_\_
- b We walked down the *Calzada de Fray Antonio*.  
\_\_\_\_\_
- c Karla filmed different traditions from our state.  
\_\_\_\_\_

d José traveled to the coast of Veracruz.  
\_\_\_\_\_

e You danced 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 / .  
\_\_\_\_\_
- b many years ago / started / The *Holi* festival / .  
\_\_\_\_\_
- c They / around / the cemetery / didn't walk / .  
\_\_\_\_\_
- d because / didn't film / it was raining / I / the ceremony / .  
\_\_\_\_\_
- e The people / in the *Guelaguetza* festival / danced / .  
\_\_\_\_\_

### 5 Find and correct the mistake in each sentence.

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

\_\_\_\_\_

b What moment did Susan choose?

\_\_\_\_\_

c In general, summarize what happened to Susan.

\_\_\_\_\_

d How did she feel?

\_\_\_\_\_

**VOCABULARY FEELINGS**

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

1




2




3




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

4




5




6




**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**.

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!

- a When \_\_\_\_\_ it happen?
- b How \_\_\_\_\_ he feel when he didn't get into the TV show?
- c \_\_\_\_\_ he audition two years ago?
- d \_\_\_\_\_ did he do afterwards?
- e \_\_\_\_\_ 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.

- a When did it happen?
- b What happened?
- c How did you feel?
- d What happened afterwards?
- e 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!

It was the soccer championship. Our team almost lost but then...

How did you feel?



**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.



# Extra Practice

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



- a yrang \_\_\_\_\_
- b ceditex \_\_\_\_\_
- c das \_\_\_\_\_
- d cadres \_\_\_\_\_
- e usenrov \_\_\_\_\_
- f fundecos \_\_\_\_\_

**2 Match the questions to the answers.**

- a Did Francisco win the prize? \_\_\_\_\_
- b Did Susan win the game? \_\_\_\_\_
- c Did you sing on TV? \_\_\_\_\_
- d Did it rain last night? \_\_\_\_\_
- e Did they play volleyball well? \_\_\_\_\_

- 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 \_\_\_\_\_ shot and scored the goal? Paco did.
- b \_\_\_\_\_ did Susan want to play? She wanted to play volleyball.
- c \_\_\_\_\_ did Mireya win the Knowledge Olympics? She won that prize 6 years ago.
- d \_\_\_\_\_ did *Chicharito* kick the ball? He kicked the ball to the sides of the soccer field.
- e \_\_\_\_\_ 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 \_\_\_\_\_  
I went to the movies.
- b tennis/ play / did / you / ?  
When \_\_\_\_\_  
We played last weekend.
- c fish / all / the / caught / ?  
Who \_\_\_\_\_  
Peter did. He went up to Río Verde.
- d Adrián / do / yesterday / did / ?  
What \_\_\_\_\_  
He played basketball with his friends.
- e last night / did / they / late / arrive / ?  
Why \_\_\_\_\_  
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.  
\_\_\_\_\_
- b Where did you do yesterday? I studied for an exam.  
\_\_\_\_\_
- c What happen?  
\_\_\_\_\_
- d When did he went dancing? He went dancing last Saturday night.  
\_\_\_\_\_
- e Did they did their homework? Of course, they always do.  
\_\_\_\_\_



**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 \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

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		
(b) Austria		
(c) Mexico		



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

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

- a When I was young, I \_\_\_\_\_ put on traditional costumes for festivals, I \_\_\_\_\_ eat tacos and tamales from street vendors, and I \_\_\_\_\_ wear a uniform to school.
- b When I was young, I \_\_\_\_\_ (not) like healthy food, I didn't use to eat salads, and I \_\_\_\_\_ (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.

- 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.





**1** Write the name of the object under the picture.



a \_\_\_\_\_

b \_\_\_\_\_



c \_\_\_\_\_

d \_\_\_\_\_

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

- a When I was young, I \_\_\_\_\_ (like) vegetables, but now I do.
- b I \_\_\_\_\_ (eat) all types of fruit, only watermelon.
- c I \_\_\_\_\_ (talk) with my sister because she was too young. Now we talk all the time!
- d I \_\_\_\_\_ (get along) well with all my classmates. Now in high school, we are all friends.
- e My parents \_\_\_\_\_ (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 \_\_\_\_\_ (read) every night! Why did you stop?
- b You \_\_\_\_\_ (play) the drums very well. Don't be afraid to start again!
- c I was lucky. I \_\_\_\_\_ (wear) a uniform to school. I could wear anything.
- d He \_\_\_\_\_ (help) me with my English homework. He was the best!
- e I \_\_\_\_\_ (understand) mathematics. But your classes helped me.

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


**5** Find and correct the mistake in each sentence.

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

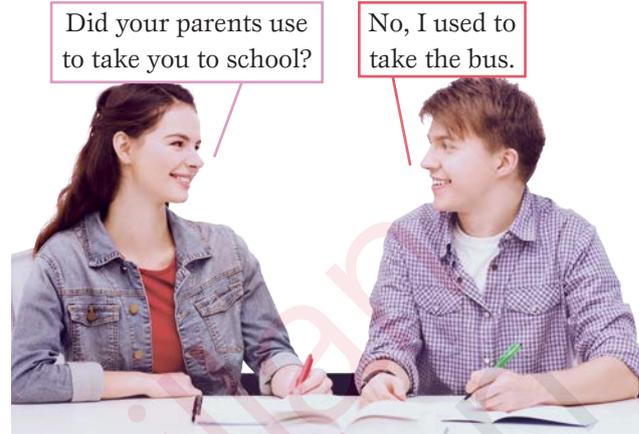
- Where **did** you **go to** middle school, Mireya?
  - What **did** you **use to** do?
  - **Did** you **have** many friends?
  - **Did** you **use to** have study groups like the one we have here?
- a To ask about habits in the past, we use **simple past / used to**.
  - b To ask about finished actions 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**.



# UNIT 1 LESSON 5

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

- a Did Mireya \_\_\_\_\_ (have) lots of friends? Yes, she did.
- b What \_\_\_\_\_ she \_\_\_\_\_ (play) in middle school? She used to play volleyball.
- c Did Roberto \_\_\_\_\_ (go) dancing in middle school? No, he didn't. He used to go to concerts.
- d Who \_\_\_\_\_ Mireya \_\_\_\_\_ (walk) home with? With her best friend Pedro.
- e Where \_\_\_\_\_ Roberto \_\_\_\_\_ (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?

## 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.

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.



# Extra Practice

### 1 Write the name of the activity under the pictures.



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_

### 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) \_\_\_\_\_ you \_\_\_\_\_ (have)?

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

**Mireya:** (b) \_\_\_\_\_ you \_\_\_\_\_ (do) fun things together?

**Jaime:** Well, yes, we did but we also

(c) \_\_\_\_\_ (study) a lot.

**Mireya:** Are you sure? You never study!

**Jaime:** Really! We (d) \_\_\_\_\_ (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 / ?

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

Who What Where When How many

a \_\_\_\_\_ did Roberto \_\_\_\_\_ live? He used to live in the south of the city.

b \_\_\_\_\_ did Sandra \_\_\_\_\_ walk home with? With her friend, Pedro.

c \_\_\_\_\_ friends did Roberto \_\_\_\_\_ have? He used to have lots of friends.

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

e \_\_\_\_\_ did Jaime \_\_\_\_\_ 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.

\_\_\_\_\_

b Did Mireya used to listen to music with her friends? \_\_\_\_\_

c Where did Mireya use to studied? \_\_\_\_\_

\_\_\_\_\_

d Jaime use to play in middle school? \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_



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

www.easymail.com.mx 14:30 PM

From: mikereed@easymail.com.mx

To: jonlester@easymail.com.jp

Hi, Jon!

I hope all is good with you.  
As you know, I came to Mexico four days ago.  
By the end of the second day I started missing home. The person I missed the most was Mom. I called her to say hi, and then I called her like five times a day. But I realized that I needed to be independent and stopped calling home. Now, I don't know what to do! How can I find more balance?  
I hope you can help me,

Mike

www.easymail.com.mx 14:30 PM

From: luisaosauana@easymail.com.mx

To: alexrod@easymail.com.at

Hey Alex,

Thank you for replying!  
I am doing fine, I like the school and my classmates are funny! I don't like that it rains a lot and that public transportation is different from home. But I am having a good time. I love Austria!  
The only thing that has me worried is my host family.  
They never ask me anything. They are very quiet and I don't think they like me. They never talk to me and that makes me a little sad. What do you think I can do?

Regards,  
Luisa

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

- 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: \_\_\_\_\_

b Dining room: \_\_\_\_\_

c Kitchen: \_\_\_\_\_

d Bedroom: \_\_\_\_\_

e Bathroom: \_\_\_\_\_

## 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.

## LESSON 3 (pages 11-12) Vocabulary for feelings

3 Write the names of the feelings.



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_

## 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 \_\_\_\_\_

b \_\_\_\_\_

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

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

a \_\_\_\_\_

b \_\_\_\_\_

