

Silvia Martínez

# TAKE THE LEAD



## 2 Teacher's Guide

# BLOCK 3

## MAKING A DIFFERENCE

### GENERAL OUTCOME

By the end of this block, students will be able to compare past and present lifestyles, write about past abilities, write an anecdote about the past, write a conversation about a past event, and write a story narrating past events.

### SPECIFIC OUTCOMES

- Students will perform a short conversation about how their family and they used to be and the things they used to do.
- Students will write about what they could and couldn't do in the past.
- Students will write an anecdote about an event that happened at school or at a relative's work.
- Students will write a conversation asking and answering questions about a past event.
- Students will write and tell a story about past events.

### LANGUAGE CONTENTS

**Vocabulary:** Old devices and activities, abilities, past anecdotes, extreme sports, equipment, accidents, paleontology and plants

**Grammar:** *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

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# 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.

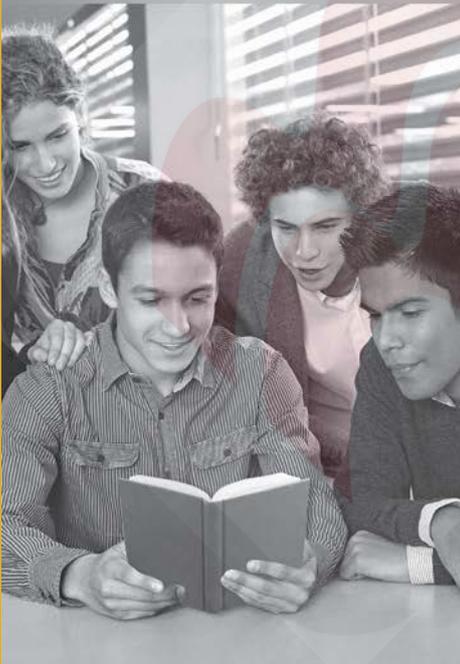
### YOU WILL LEARN TO USE...

- *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. 



## COMPETENCIES

### GENERIC

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. Lessons 2 and 5

### DISCIPLINARY

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. Lessons 1, 3, and 4  
11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. Lessons 1, 2, 3, 4, and 5

## SKILLS

### LISTENING

- Listening for main idea
- Listening to identify main events
- Understanding a text using graphic support

### SPEAKING

- Talking about the differences between past and present lifestyles
- Talking about past abilities
- Sharing anecdotes
- Asking and answering questions about an event in the past
- Exchanging stories and asking questions

### READING

- Using cognates to understand a text
- Reading to identify specific information

### WRITING

- Writing a paragraph comparing the past and the present
- Classifying past abilities and writing about them
- Writing an anecdote at school or work
- Writing a conversation about a past event
- Writing a story about past events

## OTHER LEARNING AREAS

### Cross-curricular contents

Use skills in reading, oral, and written expression to create a class book of anecdotes about this semester. This project involves developing the professional skill Communicating and Influencing: Building Collaborative Relationships.

### Self-regulation skills contents

This self-regulation block develops the concept of *ability to change* to reflect on how they behaved in the past and in the present.

## ADDITIONAL RESOURCES

### Student's Digital Component:

SE Skills (Self-regulation) Block 3: Four worksheets for the key concept *Ability to change*  
Grammar Drills Block 3: *Used to / didn't use to, could and couldn't*, past progressive affirmative and negative, past progressive interrogative (*Yes / No* questions and *Wh-* questions), simple past and past progressive  
Flashcards Block 3: Old devices, Abilities  
Video 3: Throwback to the '80s and Video activities pages  
Class audios 9-11

### Teacher's Digital Component:

Student's Book with answers Block 3  
Test Generator Block 3  
Grammar Posters Block 3: *Used to / Could* Past progressive affirmative, negative, and interrogative, Past progressive and *simple past*  
SE Skills (Self-regulation) Block 3: Teaching notes for students' *Ability to change* worksheets  
Students' Grammar Drills Block 3 with answers  
Students' Flashcards Block 3  
Video 3: Throwback to the '80s and Video activities pages with answers  
Class audios 9-11

Comparing activities in the past and present  
 Vocabulary: Old devices and activities  
 Grammar: Used to / didn't use to

## LESSON 1 57

### 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.

- What is the conversation about?
  - The equipment Martha's grandpa uses.
  - How teenagers live today.
  - 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.

**PREP** Get students into small teams. Draw their attention to the instructions and ask them to paraphrase them. Model the activity and encourage students to remember the events in their story. Once teams have finished, have them work with another team to tell their stories. Elicit the most amusing, original, or creative stories in the class.

do the activity. Have them check their answers with another pair. Check answers with the class. Close the activity by eliciting what they know about each object and to say how each has been replaced.

**Answers:**  
**A** landline phone **B** letter **C** type writer  
**D** TV **E** camera **F** cassette

### OPENING

**1 VOCABULARY** Get students into pairs. Give them some time to

**2 LISTENING** Before doing the activity, draw students' attention to the question and the possible answers. Play the audio for students

to get the main idea and answer the question.

### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box after they finish answering the question. Elicit as much information as possible about the text; who the speakers are, the possible setting(s), the tone of the conversation, etc.

**Answer:**

1 c

### AUDIO SCRIPT

**Grandpa:** What are you doing, Martha?

**Martha:** I'm texting a friend, grandpa.

**Grandpa:** In my days, we used to write letters.

**Martha:** Did you?

**Grandpa:** Yes! I used to write my letters on an old typewriter I had. And I used to take them to the post office and send them. It was exciting to wait for a reply.

**Martha:** And how long did it take to get an answer?

**Grandpa:** Several days. I didn't care. I used to be patient. But now I'm impatient! Now I send emails.

**Martha:** What else was different, grandpa?

**Grandpa:** My generation didn't take photos with our telephones! We had cameras. And we didn't use to spend hours playing video games, like you do. We used to do other things. I was a bookworm. I used to read three books a week. But I don't read so much now.

**Martha:** Did you have television?

**Grandpa:** Yes, of course we did, but television used to be in black and white when I was young. And I didn't use to watch a lot of TV.

**Martha:** How boring!

**Grandpa:** And we didn't use to have cell phones. We just had landline phones.

**Martha:** Oh! I couldn't live without my cell phone!

## DEVELOPMENT

**3 GRAMMAR** Draw students' attention to the examples and have volunteers read each one out loud. Encourage them to use appropriate pronunciation. Have them do the activity individually and then check the answers in pairs. Refer students to the Language Guide on page 84 for further explanation and practice.

## Answers:

1 past 2 regularly 3 simple form  
4 different

**LANGUAGE** Draw students' attention to the Language box. Get them into small groups to discuss the information. Encourage students to provide examples from their own life using the structure. Volunteers can share their answers with the class.

**4** Draw students' attention to the tables. Model the activity with the first sentence. Have them complete the activity individually. Encourage early finishers to compare their answers with a classmate. Monitor the activity walking around the classroom and providing help. Play the audio again and have volunteers share the answers with the class. Close the activity by asking students to retell the conversation from Activity 2.

## Answers:

1 take 2 used to, do 3 I, used to, three books a week. 4 didn't use to 5 didn't use to, watch 6 didn't use to, cell phones.

**EXTRA ACTIVITY** If time allows, get students into groups. Ask them to compare how life in the past was and how it is now. Suggest them to talk about music, technology, or any other

## DEVELOPMENT

**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.

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



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

## 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.*)

## 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	

## CLOSURE

**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 communicate in a foreign language through logical speech, oral or written, consistent with the communicative situation.

topic that might be of the students' interest. Monitor the activity walking around the classroom and providing help. Give them enough time to discuss. Have volunteers share their answers with the class.

## CLOSURE

**5 WRITING** Before doing the activity, get students into pairs to read the different topics and discuss with their classmate which one they would choose and why. Give students enough time to write their paragraph

individually. Monitor the activity walking around the classroom and providing help. Encourage early finishers to exchange paragraphs with a classmate and to give and receive feedback.

## DISCIPLINARY COMPETENCY

Draw students' attention to the competency box, ask them to re-read their writing and make sure the topic they chose is consistent throughout the complete paragraph. Explore with them how important consistency in writing is.



# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 1</b>	<b>Lesson outcome:</b> Students talk about how their family and they used to be and the things they used to do.	

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

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
<b>The student can identify different objects and mention what they are for.</b>	The student cannot identify different objects and mention what they are for.	The student can identify different objects and mention what they are for with difficulty.	The student can identify different objects and mention what they are for with minor errors.	The student can correctly identify different objects and mention what they are for.
<b>The student can get the main idea from a conversation when listening to it.</b>	The student cannot get the main idea from a conversation when listening to it.	The student can get the main idea from a conversation with difficulty when listening to it.	The student can get the main idea from a conversation with minor errors when listening to it.	The student can accurately get the main idea from a conversation when listening to it.
<b>The student can use <i>used to / didn't use to</i> to talk about habits in the past.</b>	The student cannot use <i>used to / didn't use to</i> to talk about habits in the past.	The student can use <i>used to / didn't use to</i> to talk about habits in the past with difficulty.	The student can use <i>used to / didn't use to</i> to talk about habits in the past with minor errors.	The student can successfully use <i>used to / didn't use to</i> to talk about habits in the past.
<b>The student can talk about how their family and they used to be and the things they used to do.</b>	The student cannot talk about how their family and they used to be and the things they used to do.	The student can talk about how their family and they used to be and the things they used to do with difficulty.	The student can talk about how their family and they used to be and the things they used to do with minor errors.	The student can successfully talk about how their family and they used to be and the things they used to do.

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Talking about abilities in the past  
 Vocabulary: Abilities  
 Grammar: Could / couldn't

## LESSON 2 61

### 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

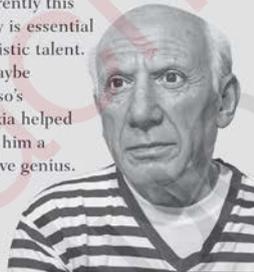
Pablo Picasso is one of the most famous painters of all time. He was a child prodigy, but he couldn't read until he was eight and he couldn't spell or write well, either. Why not? Picasso had dyslexia. That meant that he couldn't interpret letters and words the way that other people do. Picasso had other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

**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with a volunteer. Remind them about the importance of taking turns to participate in the game. Monitor the activity walking around the classroom and providing help. Give students enough time to do the activity. Close the activity by asking them how easy or difficult it was for them to guess the activities.

### OPENING

**1 READING** Before doing the activity, draw students' attention to the Language box and follow the recommendations addressed to you on the next column. Review with students what skimming is. Ask them to skim the text individually and circle the cognates they find. Give them enough time to do the activity. Have volunteers share their answers with the class. Encourage students to discuss how cognates may help them understand a text.

**LANGUAGE** Draw students' attention to the Language box. If time allows, explain how romance languages like Spanish, Portuguese, and French share similar syntactic and lexical structures and that English has a lot of influence from these languages regarding vocabulary. Then explain that false cognates like *library* and *actually*, in Spanish mean *biblioteca* (not *librería*) and *de hecho* (not *actualmente*).

### Answers:

**Circled:** famous, prodigy, dyslexia, difficulties, visuospatial, ability, apparently, essential, artistic, talent, creative, genius

**2** Before doing the activity, get students into small groups to talk about what they know about Picasso and what they think they might read in the text. Draw their attention to the instructions and have them paraphrase them. Give them enough time to do the activity. Monitor the activity walking around the classroom and providing help. Encourage early finishers to compare their answers with a classmate. Volunteers share their answers with the class transforming the sentences they marked with a cross into correct ones. Check answers as a class. Close the activity by dealing with any new vocabulary.

### GENERIC COMPETENCY

Draw students' attention to the competency box and elicit how they can confirm their answers in the text. Encourage them to notice that they can use scanning to locate each ability mentioned in the text.

### Answers:

**Checked (✓):** 4 and 5 **Crossed (X):** 1, 2, and 3

## DEVELOPMENT

**3 GRAMMAR** Draw students' attention to the instructions and ask them to paraphrase them. Have students do the activity individually. Monitor the activity walking around the classroom and providing help. Encourage early finishers to compare their answers with a classmate. Have volunteers share their answers with the class. Refer students to the Language Guide on page 85 for further explanation and practice.

**Answers:**

**Underlined:** He couldn't read until he was eight. He couldn't spell or write well. He couldn't interpret letters and words. He couldn't understand numbers. He couldn't express himself well. He could draw. He could paint before he could talk. He could paint better than his father.

1 T 2 F 3 T

**4** Before doing the activity, get students into pairs to talk about what they know about Mozart. Model the activity using the first sentence. Give them enough time to do the activity. Monitor the activity walking around the classroom and providing help. Encourage early finishers to compare their table with a classmate and to give and receive feedback. Have volunteers review the answers with the class. Close the activity by having students discuss what they learned about Mozart.

**Answers:**

**1** play, the harpsichord when he was four. **2** could, compose, pieces of music when he was five. **3** He, could, write down, music perfectly after hearing it once. **4** couldn't, support, his family

## 62 LESSON 2

**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.



- X support his family properly.
- ✓ play the harpsichord when he was four.
- X make a steady living when he was an adult.
- ✓ compose pieces of music when he was five.
- X 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.



properly. **5** couldn't, make, a steady living when he was an adult. **6** He, couldn't, save, money for the future.

**5** Draw students' attention to the instructions and ask them to paraphrase them. Model the activity using the first sentence as example and emphasize the correct pronunciation for the negative form. Monitor the activity walking around the classroom and providing help. Encourage students to walk around the classroom and compare their

sentences with different classmates. Have volunteers share their answers with the class.

**Answers:**

**1** couldn't **2** could **3** couldn't  
**4** couldn't **5** could

## LESSON 2 63

**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	

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.

- I can identify cognates to understand a text more easily.
  - Very well       With help       I need more practice
- I can identify past abilities.
  - Very well       With help       I need more practice
- I can write about past abilities.
  - Very well       With help       I need more practice
- I can talk about past abilities fluently.
  - Very well       With help       I need more practice



**SELF-REGULATION**



Read and answer the questions.

- Did you all have the same abilities when you were little?  
 \_\_\_\_\_
- 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.



**CLOSURE**

**6 WRITING** Before doing the activity, give some time for students to discuss what they remember about their childhood. Draw their attention to the table and model the activity with your own examples. Have students work individually to write the paragraph about them. Encourage them to use the structure in affirmative and negative forms. Give them enough time to do the activity. Monitor the activity walking around the classroom and providing help. If appropriate, have students exchange

paragraphs with a classmate to help each other with general understanding and grammatical errors. Close the activity by asking them to give feedback on their partner's paragraph. You can use this activity as evidence of learning to build up your students' portfolio.

**7 SPEAKING** Before doing the activity, give students some time to practice reading their paragraphs out loud. Get them into small groups and have them take turns reading their texts. Close the activity by asking

students to nominate the most interesting paragraphs in their groups.

**DISCIPLINARY COMPETENCY**

Draw students' attention to the competency box and elicit in which real-life situations they will need to talk about their abilities in affirmative and negative.

**8 SELF-ASSESSMENT**

Draw students' attention to the self-assessment statements. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to evaluate their work honestly. Have students complete the self-assessment individually. Get them into pairs and encourage them to have a conversation about their performance.

**SELF-REGULATION**

Give students enough time to do the activity individually. Get them into small groups to discuss their answers. Set a time limit for the discussion and monitor walking around and providing help as needed. When most groups have completed their discussion, have students share their answers with the class.

For additional practice, refer students to the **Workout** on page 64. You can find the answers to this section on page 87.

**FOLLOW UP** Ask students to think of a funny, surprising, heroic, or interesting anecdote they experienced in the past as homework.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 2</b>	<b>Lesson outcome:</b> Students write a paragraph about what they could and couldn't do in the past.	

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

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
<b>The student can identify cognates and use them to understand a text.</b>	The student cannot identify cognates and use them to understand a text.	The student can identify cognates and use them to understand a text with difficulty.	The student can identify cognates and use them to understand a text with minor errors.	The student can successfully identify cognates and use them to understand a text.
<b>The student can read a text and get specific information.</b>	The student cannot get specific information from reading a text.	The student can read a text and get specific information with difficulty.	The student can read a text and get specific information with minor errors.	The student can read a text and get specific information.
<b>The student can write sentences describing past abilities using <i>could</i> / <i>couldn't</i>.</b>	The student cannot write sentences describing past abilities using <i>could</i> / <i>couldn't</i> .	The student can write sentences describing past abilities using <i>could</i> / <i>couldn't</i> with difficulty.	The student can write sentences describing past abilities using <i>could</i> / <i>couldn't</i> with minor errors.	The student can correctly write sentences describing past abilities using <i>could</i> / <i>couldn't</i> .
<b>The student can write a paragraph describing his or her own past abilities using <i>could</i> / <i>couldn't</i>.</b>	The student cannot write a paragraph describing his or her own past abilities using <i>could</i> / <i>couldn't</i> .	The student can write a paragraph describing his or her own past abilities using <i>could</i> / <i>couldn't</i> with difficulty.	The student can write a paragraph describing his or her own past abilities using <i>could</i> / <i>couldn't</i> with minor errors.	The student can correctly write a paragraph describing his or her own past abilities using <i>could</i> / <i>couldn't</i> .

Notes:

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**Telling an anecdote about the past**

Vocabulary: Past anecdotes

Grammar: Past progressive affirmative and negative

## LESSON 3

65

**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 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**


- What do you think of Soco's behavior?
- How do you think Soco's classmates reacted when she said her laptop was at home?
- 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 5)     | 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          |

**PREP** Draw students' attention to the instructions and ask them to paraphrase them. Before starting the activity, elicit the question form using *could* and write it on the board. Model the activity with a volunteer. Give students enough time to do the activity. Monitor the activity walking around the classroom and providing help. When time is up, have students get together with the ones that have similar answers. Have volunteers share their findings with the class.

**OPENING**

**1 READING** Before starting the activity, elicit or review strategies for skimming texts, encouraging students to read down the page instead of across to push them to read quickly. Encourage them to answer questions about main information in the text using *Wh-* questions. Draw students' attention to the instructions and ask them to paraphrase them. Have students do the activity individually, ask them to prepare their reasons for each answer. Then ask them to

compare answers in small groups. Elicit the most popular answers in the class. Close the activity by asking students to mention how they could have reacted in that situation.

**DISCIPLINARY COMPETENCY**

Draw student's attention to the competency box. Get them into small groups to mention how answering the *Wh-* questions about the text helped them understand it better.

**EXTRA ACTIVITY** If time allows, get students into small groups to talk about a similar situation to the one in Activity 1. Monitor the activity walking around the classroom and providing help.

**2 VOCABULARY** Before doing the activity, get students into groups to discuss the meaning of the words from 1 to 5 without looking at the options. Then give them some time to do the activity individually. Monitor it walking around the classroom and providing help. Encourage early finishers to compare their answers with a classmate. Close the activity discussing how the classroom environment is affected with situations like the one described in Activity 1.

**Answers:**
**1 b 2 b 3 a 4 c 5 b**

## DEVELOPMENT

**3 GRAMMAR** Before doing Activity 3, draw students' attention to the examples, model the pronunciation for the contractions. Give them some time to do the activity individually. Monitor it walking around the classroom and providing help. Encourage early finishers to compare their answers in pairs. Have volunteers check answers with the class providing other examples. Refer students to the Language Guide on page 85 for further explanation and practice.

**Answers:**

1 past 2 past 3 be

**LANGUAGE** Draw students' attention to the Language box. Remind them of the spelling rules to form *-ing* endings. Encourage them to provide examples using the verbs on pages 94 and 95 of their books.

**4** Draw students' attention to the tables and model the activity. Have them do the activity individually and check answers in pairs. Monitor walking around the classroom, providing help, and noting common errors. Elicit answers and corrections from volunteers.

**Answers:**

1 was inspecting 2 were emptying  
3 wasn't standing 4 weren't sitting  
and working

**5** Before doing the activity, get students into small groups and give them some time to discuss what they think is happening in the pictures. Then encourage them to skim the text and get the main idea. Draw students'

**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.

Subject	Affirmative	
	Was / were + verb -ing	Complement
(1) The teacher		the contents of the backpacks.
(2) My classmates		their backpacks.

Subject	Negative	
	Wasn't / weren't + verb -ing	Complement
(3) The teacher		at the front of the class.
(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.

attention to the instructions and ask them to paraphrase them. Monitor the activity walking around the classroom and providing help. When most students have finished the activity, invite volunteers to read the complete story.

**Answers:**

1 were standing 2 weren't talking  
3 were looking 4 was lying 5 was trying  
6 were coming 7 wasn't crying

**EXTRA ACTIVITY** If time allows, get students into small groups to retell the story in Activity 5, but changing it in the part where it says what is inside the drain. Ask them to invent that part with any other details to make the story interesting. Invite groups to share their stories with the rest of the class. Close the activity by having students choose the most interesting story.

## LESSON 3 67

**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.


### DISCIPLINARY COMPETENCY

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

CLOSURE

**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.



### CLOSURE

**6 WRITING** Draw students' attention to the instructions and ask them to paraphrase them. Before doing the activity, suggest brainstorming ideas about the elements their anecdote must include. Then have them write their anecdotes individually. If time allows, tell students to exchange texts with a classmate and to provide feedback about general understanding and grammatical errors. Monitor the activity walking around the classroom and providing help. You can use this

activity as evidence of learning to build up your students' portfolio.

### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and ask them to discuss with a classmate how giving details to narrate events helps them get the message across.

**7 SPEAKING** Before starting the presentations, give students some time to practice reading their anecdotes out loud. Get them into pairs. Give them enough time to do the activity. Monitor walking

around the classroom and providing help. Elicit from students the most interesting anecdotes in the class.

### 8 SELF-ASSESSMENT

Draw students' attention to the self-assessment statements. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to evaluate their work honestly. Have students complete the self-assessment individually. Get them into groups and encourage them to have a conversation about their performance.

### SELF-REGULATION



Draw students' attention to the instructions and ask them to paraphrase them. Model the activity by choosing a situation. Give them enough time to do the activity individually. Get them into pairs to discuss their answers to the questions. Set a time limit for the discussion and monitor the activity walking around the classroom and providing help. When most pairs have finished their discussion, have students share their answers with another pair. Close the activity by reading the last question and ask students to discuss it as a class.

For additional practice, refer students to the Workout on page 68. You can find the answers to this section on page 87.

**FOLLOW UP** Ask pairs of students to be prepared with a cell phone or with a voice recorder to record a conversation for the next lesson.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 3</b>	<b>Lesson outcome:</b> Students write an anecdote about an event that happened at school or at a relative's work.	

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

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
<b>The student can read a text and give his or her opinion about it.</b>	The student cannot read a text and give his or her opinion about it.	The student can read a text and give his or her opinion about it with difficulty.	The student can read a text and give his or her opinion about it with minor errors.	The student can correctly read a text and give his or her opinion about it.
<b>The student can guess the meaning of new vocabulary from context.</b>	The student cannot guess the meaning of new vocabulary from context.	The student can guess the meaning of new vocabulary from context with difficulty.	The student can guess the meaning of new vocabulary from context with minor errors.	The student can correctly guess the meaning of new vocabulary from context.
<b>The student can use the past progressive to talk about events that were in progress at a specific time in the past.</b>	The student cannot use the past progressive to talk about events that were in progress at a specific time in the past.	The student can somehow successfully use the past progressive to talk about events that were in progress at a specific time in the past.	The student can mostly successfully use the past progressive to talk about events that were in progress at a specific time in the past.	The student can successfully use the past progressive to talk about events that were in progress at a specific time in the past.
<b>The student can write a paragraph describing an event that happened at school or at a relative's work.</b>	The student cannot write a paragraph describing an event that happened at school or at a relative's work.	The student can write a paragraph describing an event that happened at school or at a relative's work with errors.	The student can write a paragraph describing an event that happened at school or at a relative's work with minor errors.	The student can successfully write a paragraph describing an event that happened at school or at a relative's work.

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Asking and answering questions about past events  
 Vocabulary: Extreme sports, equipment, accidents  
 Grammar: Past progressive interrogative (Yes / No questions and Wh- questions)

## LESSON 4 69

### 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? \_\_\_\_\_

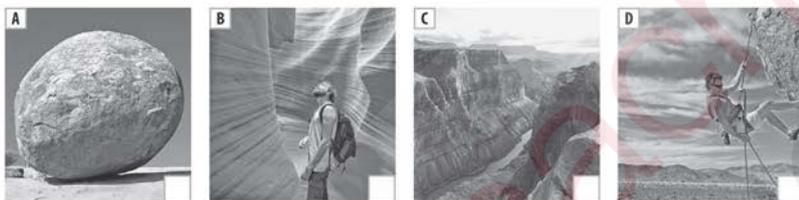
### DISCIPLINARY COMPETENCY

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 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**.

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

DEVELOPMENT

**PREP** Elicit from students the rules for the game. Monitor the activity walking around the classroom and providing help.

### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and ask them how writing key words helped them understand the main idea.

#### Answers:

- 1 In 2003.    2 In a canyon in Utah.  
 3 Yes, he was.    4 No, he didn't.  
 5 For 5 days.    6 No, they didn't.

### AUDIO SCRIPT

**Andrea:** Hi, Jonathan! You didn't come to Miguel's house yesterday. What were you doing?

**Jonathan:** I was watching a great movie. It was about a man who had a terrible climbing accident in 2003.

**Andrea:** I think I saw that. Where was he climbing? Was he climbing Mount Everest?

**Jonathan:** No, he wasn't. He was canyoneering in a canyon in Utah. He was alone. He was rappelling down when a big boulder fell on his right hand. The boulder trapped his arm against the canyon wall.

**Andrea:** Ow! Why was he climbing alone? Isn't that dangerous?

**Jonathan:** Yes, and he didn't have a cell phone. He was trapped for five days.

**Andrea:** Five days! Were his family and friends looking for him all that time?

**Jonathan:** Yes, they were. But they didn't know where he was. Helicopters were trying to find him too, but nobody knew exactly where to look. After five days in the canyon the man was hallucinating.

**Andrea:** I can imagine! And what was happening to his arm all this time?

**Jonathan:** It was decomposing!

**Andrea:** Ugh!

**Jonathan:** So he decided to cut it off with a pocket knife.

**Andrea:** Oh, no! What was he thinking!?

**Jonathan:** Well, it was amputate his arm or die, I suppose! You have to see the movie. It's a true story about a man called Aron Ralston.

**2 VOCABULARY** Have students do the activity individually and check their answers in pairs. Refer students to the Visual Glossary on page 89 for more vocabulary related to this topic.

#### Answers:

- A 2    B 3    C 4    D 1

### OPENING

**1 LISTENING ** Encourage students to write down the key words they listen to, so they can get the main idea. Play the audio and elicit the main idea. Play the audio as many times as necessary for students to complete the activity. Have them check their answers in pairs.

### DEVELOPMENT

**3 GRAMMAR** Draw students' attention to the examples. Have them do the activity individually and check their answers in groups. Refer them to the Language Guide on page 86 for further explanation and practice.

#### Answers:

- 1 before    2 auxiliary verb

# LESSON 4

4 Draw students' attention to the tables and model the activity with the first sentence. Have them do the activity individually and check their answers in pairs. Monitor walking around the classroom and providing help. Have volunteers share their answers.

### Answers:

1 Was, climbing, he wasn't, he was.

2 Was, he wasn't, he was. 3 Were, they weren't, they were. 4 Where, was, he

5 was 6 were

**EXTRA ACTIVITY** If time allows, get students into small groups to ask and answer questions about any extreme sport they have done or they know how it is done. Monitor the activity walking around the classroom and providing help. Volunteers share their answers with the class.

5 Draw students' attention to the pictures and get them into pairs to predict the story. Elicit the story from volunteers. Model the activity with the first question, eliciting the rule from Activity 3 that applies. Get students to work individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help. When most students have finished the activity, ask volunteers to read the conversation out loud. Close the activity by asking students to paraphrase the conversation.

### Answers:

1 were, doing 2 skating 3 Was

4 Was, wearing 5 wasn't 6 sitting

7 Was, bleeding 8 How 9 Was, talking

# LESSON 4

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!

**EXTRA ACTIVITY** If time allows, get students into pairs to role-play the conversation. Model the activity using good communication skills and correct pronunciation. Give students enough time to do the activity. Monitor walking around the classroom and providing help.

## LESSON 4 71

**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.

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

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

**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

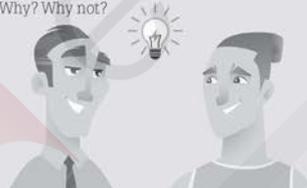
 In pairs, read the instructions in the sticky note. Then discuss the questions.

- 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.**



### CLOSURE

**6 WRITING**  Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with a volunteer. Get students into pairs. Encourage them to think about an interesting and appealing topic for their conversation. Monitor the activity walking around the classroom and providing help. Encourage students to consider the target audience of their conversation so they can adapt their vocabulary. You can use this activity as evidence of learning to build up your students' portfolio.

**7 SPEAKING** If students have a cell phone to record their conversation, set some rules for using them. If it is not possible for each pair to record their conversation, have each pair present to the class. Encourage students to take notes to ask any follow-up questions or give feedback to their classmates at the end of their presentations.

### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and ask them whether it was easy or difficult to understand their classmates' conversations.

**IT** Draw students' attention to the IT box and refer them to the website where they can get tips for recording a video.

### 8 SELF-ASSESSMENT

Draw students' attention to the self-assessment questions and explain the activity. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to evaluate their work honestly. Get students into groups and encourage them to have a conversation about their performance.

### SELF-REGULATION

 Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with Aron Ralston's accident. Get students into pairs and give them enough time to do the activity. Get them into small groups to compare and discuss their answers. Set a time limit for the discussion. Monitor the activity walking around the classroom and providing help. Close the activity by reading the last question and have students discuss it as a class.

For additional practice, refer students to the Workout on page 72. You can find the answers to this section on page 87.

**FOLLOW UP** Ask students to go to the Visual Glossary on page 89 and tell them to imagine the accidents that could happen if people do not wear the proper equipment for each sport and to come up with a conversation about an imaginary accident as homework.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 4</b>	<b>Lesson outcome:</b> Students write a conversation about a past event.	

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

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
<b>The student can get specific information from a conversation while listening to it.</b>	The student cannot get specific information from a conversation while listening to it.	The student can get specific information from a conversation while listening to it with difficulty.	The student can get specific information from a conversation while listening to it with minor errors.	The student can correctly get specific information from a conversation while listening to it.
<b>The student can identify vocabulary related to extreme sports and talk about them.</b>	The student cannot identify vocabulary related to extreme sports and talk about them.	The student can identify vocabulary related to extreme sports and talk about them with difficulty.	The student can identify vocabulary related to extreme sports and talk about them with minor errors.	The student can correctly identify vocabulary related to extreme sports and talk about them.
<b>The student can make questions in past progressive to ask about past events.</b>	The student cannot make questions in past progressive to ask about past events.	The student can make questions in past progressive to ask about past events with difficulty.	The student can make questions in past progressive to ask about past events with minor errors.	The student can successfully make questions in past progressive to ask about past events.
<b>The student can write a conversation using past progressive to ask and answer questions about a past event.</b>	The student cannot write a conversation using past progressive to ask and answer questions about a past event.	The student can write a conversation using past progressive to ask and answer questions about a past event with difficulty.	The student can write a conversation using past progressive to ask and answer questions about a past event with minor errors.	The student can successfully write a conversation using past progressive to ask and answer questions about a past event.

**Notes:**

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Writing and telling a story in the past  
 Vocabulary: Paleontology and plants  
 Grammar: Simple past and past progressive

## LESSON 5 73

### 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.

#### 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.

- |   |  |
|---|--|
| 1 _____: a very young tree                        | 4 _____: to dig in the ground to find things from the past     |
| 2 _____: the parts of a tree that are underground | 5 _____: the set of bones that supports a human or animal body |
| 3 _____: a scientist who studies ancient life     | 6 _____: a cranium   |

**PREP** Draw students' attention to the instructions and paraphrase them. If it is a large class, get them into teams. Have volunteers from each team share the most unusual answers.

### OPENING

**1 LISTENING**  Have students predict the content of the text by looking at the photos and reading the heading of the article. Play the audio for students to confirm their predictions. Play it again for them to do the activity. Have students check their answers in pairs.

### GENERIC COMPETENCY

Draw students' attention to the competency box and elicit how predicting what the story is about from the title and the pictures helped them understand it.

**Answers:**  
**A2 B1**

### AUDIO SCRIPT

#### Plant-a-Tree Day Gets Creepy

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.

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!"

**EXTRA ACTIVITY** If time allows, play the audio again and pause it from time to time for students to repeat after it to practice intonation and pronunciation. Give them time to practice by themselves and then, ask them to read the paragraph to a classmate so they provide feedback to each other.

**2 VOCABULARY** Before doing Activity 2, review with students techniques to guess the meaning from context using the words in bold in the text. Get them into small groups to do the activity. Monitor the activity walking around the classroom and providing help. Encourage early finishers to check their answers in pairs. Have volunteers share their answers with the class.

**Answers:**

- 1** sapling **2** roots **3** paleontologist  
**4** excavate **5** skeleton **6** skull

## DEVELOPMENT

**3 GRAMMAR** Get students into pairs to look for the sentences containing *while* and *when* in the text in Activity 1. Model the activity with the first rule. Monitor walking around and providing help. Encourage early finishers to check their answers in pairs. Elicit answers from volunteers. Add more examples to help clarify any questions.

## Answers:

**Underlined:** 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 was removing stones to make enough room for the roots when he unearthed something white. My friends were planting trees nearby when I called them over to look. The students were taking some photos while they were waiting for the experts to arrive. The experts were excavating for more bones while everyone was watching. I was only planting a tree when I found it! **1 T 2 F 3 T**

**Correction:** In the *when* clauses, a progressive (longer) action is interrupted by a past action.

**LANGUAGE** Draw students' attention to the Language box. Get them into pairs to identify the two verb tenses and ask them to discuss how similar the uses are in their language.

**4** Draw students' attention to the tables and model the activity with the first sentence. Have them complete the tables individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help. Check answers as a class. Close the activity by encouraging students to provide more examples. Refer them to the

## 74 LESSON 5

**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.

- DEVELOPMENT**
- 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.



Language Guide on page 86 for further explanation and practice.

## Answers:

**1** was planting **2** was removing, discovered **3** were planting, called **4** were taking some photos, were waiting **5** were excavating, was watching.

**LANGUAGE** Draw students' attention to the Language box. Get them into pairs to read and discuss. Encourage them to experiment changing the order of the clauses from the sentences in Activity 4. Monitor the activity walking around the classroom and providing help. Volunteers share their answers with the class.

**5** Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with the first sentence. Have students work individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help.

## Answers:

**1** were talking, interrupted **2** was collecting, started **3** was picking up, was cutting **4** was installing, fell **5** were working, were collecting

## LESSON 5 75

### 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.



#### CLOSURE

**6 WRITING** Model the activity by reading each of the instructions and providing an example for each. Get students into pairs. Encourage them to write down key words that can help them write a well-sequenced story. Give them enough time to do the activity. Monitor walking around the classroom and providing help. Encourage them to provide feedback on grammar, spelling, and vocabulary so they can write the final version of their story. You can use this activity as evidence

of learning to build up your students' portfolio.

**7 SPEAKING** Before doing the activity, give students enough time to practice reading their paragraphs out loud. Have them take turns reading their stories to their partner. Encourage them to be prepared to answer their partner's questions. Monitor the activity walking around the classroom and providing help. Elicit the most interesting stories in the class.

#### DISCIPLINARY COMPETENCY

Draw students' attention to the competency box. Ask pairs how providing specific information can help them understand stories and the sequence of the events in them.

#### 8 SELF-ASSESSMENT

Draw students' attention to the self-assessment table and explain the activity by modeling it. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to evaluate their work honestly. Have students complete the self-assessment individually. Get them into pairs and encourage them to have a conversation about their performance.

#### SELF-REGULATION



Draw students' attention to the instructions and ask them to paraphrase them. Model the activity by answering the first question. Give students enough time to do the activity individually. Get them into small groups to discuss their answers. Set a time limit for the discussion and monitor the activity walking around the classroom and providing help. When most groups have finished their discussion, have them share their answers with another group. Close the activity by reading the last question and encourage a class discussion.

For additional practice, refer students to the Workout on page 76. You can find the answers to this section on page 87.

**FOLLOW UP** Ask students to remember the events, stories, or anecdotes they have experienced this semester and tell them to write them on a list as homework.

# ASSESSMENT

## RUBRIC

<b>Date:</b>	<b>Student's name:</b>	<b>Group:</b>
<b>Block 3, Lesson 5</b>	<b>Lesson outcome:</b> Students write a story about past events.	

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

Aspects	Needs improvement	Good performance	Very good performance	Outstanding performance
<b>The student can match information to graphic support after reading and listening to a text.</b>	The student cannot match information to graphic support after reading and listening to a text.	The student can match information to graphic support after reading and listening to a text with difficulty.	The student can match information to graphic support after reading and listening to a text with minor errors.	The student can correctly match information to graphic support after reading and listening to a text.
<b>The student can get the meaning of some words from context.</b>	The student cannot get the meaning of some words from context.	The student can get the meaning of some words from context with difficulty.	The student can get the meaning of some words from context with minor errors.	The student can correctly get the meaning of some words from context.
<b>The student can tell the difference between using <i>when</i> and <i>while</i> to narrate events.</b>	The student cannot tell the difference between using <i>when</i> and <i>while</i> to narrate events.	The student can tell the difference between using <i>when</i> and <i>while</i> to narrate events with difficulty.	The student can tell the difference between using <i>when</i> and <i>while</i> to narrate events with minor errors.	The student can successfully tell the difference between using <i>when</i> and <i>while</i> to narrate events.
<b>The student can write a story using past tenses.</b>	The student cannot write a story using past tenses.	The student can write a story using past tenses with difficulty.	The student can write a story using past tenses with minor errors.	The student can correctly write a story using past tenses.

Notes:

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## CROSS-CURRICULAR PROJECT

READING, ORAL, AND WRITTEN EXPRESSION 77

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.

- As a class, brainstorm the most important events, anecdotes, and stories that you all shared this semester. Look at the example.
- In small groups, choose an event. Write in your notebook questions about what happened. Go around the class asking questions to identify shared experiences.
- Write a first draft of your event, anecdote, or story in your notebook.
- Think of your audience and check the elements that you need to include.

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 Oscar 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.

title  
subtitle  
when and where  
descriptions  
pictures  
correct spelling and punctuation

## CROSS-CURRICULAR PROJECT

READING, ORAL, AND WRITTEN EXPRESSION 78

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

**SELF-EVALUATION RUBRIC**

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.

- Complete with your ideas on how to improve your performance.
  - Something you can do to improve the communication with others: \_\_\_\_\_
  - Something you can do to make sure you listen attentively to your classmates without interrupting: \_\_\_\_\_
  - Something you can do to work better with others as a team: \_\_\_\_\_

Have students share the events, anecdotes, or stories from the semester as a class. Encourage participation from all the students by having a volunteer say the event, then choose another student to start the narration and then have him or her choose a classmate to complete the narration.

Give students some time to do Activity 1. Monitor the activity walking around the classroom, providing help.

Draw students' attention to the instructions for Activity 2 and ask them to paraphrase them. Elicit from students the structure and rules for making questions. Get them into small groups to do the activity. You may suggest forming circles and taking turns asking questions and sharing experiences.

Monitor the activity walking around the classroom and providing help.

**SKILLS** Draw students' attention to the Skills box and have them paraphrase the text. Elicit the importance of being respectful.

Encourage students to do Activities 3 and 4 making use of their notes from the previous activities. Ask them to do a final review of all the information they need to include and encourage them to add details they think might help them produce their final version.

Have students do Activity 5. Encourage groups to give feedback according to the audience they pretend to reach with their class book. Suggest making any necessary changes.

For Activity 6, give students enough time to write their final version and to make a cover for their class book.

For Activity 7, agree with another teacher to spare some class time for your class to share their book. Encourage both classes to be respectful and to be eager to learn collaboratively.

### SELF-ASSESSMENT RUBRIC

Draw students' attention to the table. Invite them to analyze the descriptions in the table and grade themselves. Then have them complete the phrases in Activity 9 individually. Get them into small groups to discuss how to improve their performance. Monitor the activity walking around the classroom and providing help.



## Key concept: ABILITY TO CHANGE

**1** Draw students' attention to the instructions and ask them to paraphrase them. Elicit from students which grammatical structure will help them complete the task.

Encourage them to reflect on their lives and write down the information they would like to share with their classmates. If necessary, model the activity using your own information. Monitor the activity walking around the classroom and providing help.

**2** Draw students' attention to the table and model the activity using the example. Give them enough time to do the activity. Monitor the activity walking around the classroom and providing help. Encourage students to review the information and make any necessary changes.

**3** Get students into pairs. Have them answer the questions based on the information they wrote in Activity 2. Suggest thinking about detailed information they would like to share with their class in the next stage. Monitor the activity walking around the classroom and providing help.

**4** Have students work as a class to talk about the experiences they wrote about in Activity 3. Encourage them to mention what changes they experimented and how they were able to cope with change. They can also provide reasons to why they think the ability to change is useful.



## Key concept: ABILITY TO CHANGE

**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.

### FOR YOUR LIFE

Draw students' attention to the box. Ask them to discuss the information and give their own opinion. Volunteers share their answers with the class. Close the activity by asking students to make a conclusion and provide useful comments.