

ENGLISH

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Student's Book 2

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ACTIVE COMMUNICATION IN ENGLISH

Unit 2A

Lesson 1

Writing about past vacations

Vocabulary: Prepositions of time, vacations

Grammar: Simple past affirmative (regular verbs)

KICK OFF

A Follow the instructions and play *Trash on the Street*.

- Stand in circles of four or five students.
- Start a trash list and take turns adding words to it.
- Continue until everyone participates.

There's trash on the street. There are old newspapers...



READING

B Read the blog and check (✓) the title that fits best.

Generic Competency 4

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



1 My Vacation at Mahahual



2 Accepting the Trash Challenge



3 Problems with the Trash Challenge

I first visited Mahahual, on the Mexican Caribbean coast, in 2018. It's a very beautiful place, but I saw something on the beach that horrified me. There was a lot of trash!

This year, in May, I discovered a blog called *Trash Challenge* on the Internet. It invited teenagers to help clean up the beaches of the world.

I remembered Mahahual so I talked to my friends at school. We planned and organized a trash challenge weekend. Twelve of us arrived in Mahahual on May 30th and started our cleanup. We worked hard. In the morning, we collected 20 large bags of trash. In the afternoon, some local residents joined us. They helped with the cleanup. We finally stopped for the day at 6:00 p.m., but then continued on Sunday, too. Finally, we collected over 41 bags of trash! And everyone said they had fun!

My friends and I were proud to be part of a worldwide effort to clean up beaches and we were also proud to take the lead in cleanups in Mexico.

We hope to do more work next year. Join us!

BLOG

JOIN US



VOCABULARY

C Underline examples of prepositions in the blog in Activity B. Then complete the sentences with *in*, *on*, or *at*.

- 1 We started _____ 9:30 a.m.
- 2 She stayed there _____ 2018.
- 3 He visited _____ February.
- 4 They arrived _____ November 29th.
- 5 I worked _____ the afternoon.
- 6 You visited Oaxaca _____ Christmas.

LANGUAGE

Use the preposition *in* with months (*in December*), years (*in 1985*), and parts of the day (*in the evening*), except for night (*at night*). Use *on* for complete dates (*They arrived on May 30th*), for days of the week (*on Monday*), and in expressions like *on the weekend*. Use *at* for times (*at 2:00 p.m.*) and for holidays (*at Easter*).

GRAMMAR

D Read the pairs of verbs in the box. Then read the rules below and write an example for each one.

stop - stopped organize - organized horrify - horrified remember - remembered

- 1 Most regular verbs form the simple past by adding *-ed* to the simple form of the verb. For example, _____
- 2 Verbs ending in *-e*, add *-d*. For example, _____
- 3 Verbs ending in a consonant + *y*, change *y* to *i* and add *-ed*. For example, _____
- 4 Verbs ending in a consonant + vowel + consonant, double the consonant and add *-ed*. For example, _____

LANGUAGE

We use the simple past to talk about events or situations in the past that are completely finished. The verb is the same for all subjects (*I played, you played, he played, she played, we played, they played*). Many common verbs are irregular. For example, *see - saw, have - had*.

Go to the LANGUAGE GUIDE on page 84.

E Complete the tables with the simple past of the verbs.

Simple form	Simple past	Simple form	Simple past
help	(1)	plan	(4)
continue	(2)	arrive	(5)
work	(3)	try	(6)

F Complete the table with information from the blog in Activity B.

Subject	Verb in past	Complement
(1) I		Mahahual, on the Mexican Caribbean coast.
(2) Twelve of us		
(3) We	collected	
(4) We finally		for the day at 6:00 p.m.



G Complete the text with *in, on, or at* and the correct form of the verbs in parentheses.

My friends and I (1) _____ (organize) a camping trip to the Pacific Coast (2) _____ September last year. We (3) _____ (check) in Palmas Camp (4) _____ one o'clock (5) _____ the afternoon (6) _____ September 6th. It was a large campground and we (7) _____ (notice) a lot of trash on the ground. We (8) _____ (try) to clean up the area around us, but Miguel said "This is horrible. Let's look for another campground." So we looked for somewhere else to stay. Finally, (9) _____ the evening, we found the perfect place! We had an incredible vacation!

Unit 2A

Lesson 1

WRITING

H Write a paragraph about a place you visited on your last vacation and the things you did there. You can use the lists of verbs on pages 94 and 95 to make sure you are using your verbs correctly.



TEAM UP

I Share your paragraphs and give each other feedback if necessary. Use photos or drawings to support your ideas.

Last winter, I went up into the mountains.
We stayed in a log cabin.

Disciplinary Competency 5

The student expresses ideas and concepts in coherent and creative compositions, with introductions, development, and clear conclusions.

SELF-ASSESSMENT

J Check (✓) the things you did successfully and cross (X) the things you need to practice more.

1 I can understand the main idea of a text.

3 I can write a short paragraph using the past tense.

2 I know the simple past of some verbs.

4 I can understand others talking about past events.

SOCIO-EMOTIONAL SKILLS



K Read the sentences and underline the most uncomfortable situation for you. Then answer the questions.



Camping with people I don't know.

Meeting new friends on a long trip.

Traveling with all my family.

Planning a vacation by myself.

Meeting new people makes me feel uncomfortable.

- 1 Why does this situation make you feel uncomfortable?
- 2 What do you usually do when you feel uncomfortable?
- 3 What can you do to feel better?



L How can you feel comfortable when you are in a situation that distresses you? Discuss as a class.



Tryout

A Complete the verbs in simple present with the correct vowels.

- 1 c ___ ll ___ ct 4 tr ___ v ___ l
 2 ch ___ ck 5 v ___ s ___ t
 3 ___ rr ___ v ___

B Write the simple past of the verbs in Activity A.

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____

C Complete the sentences with the correct preposition of time.

- 1 We visited Acapulco _____ 2018 for a Trash Challenge.
 2 We traveled there _____ August.
 3 I remember we arrived there _____ 2:30 in the afternoon.
 4 We checked into our hotel _____ 4:00 p.m.
 5 We collected trash in Acapulco for two days, and then returned home _____ the weekend.

D Complete the sentences with the correct form of the verb in parentheses.

- I (1) _____ (hurry) into the kitchen to do my homework and to get a sandwich, and almost (2) _____ (drop) all my books! There was trash everywhere! What a mess! I (3) _____ (pick up) the trash from the floor, and I (4) _____ (wash) all the dirty dishes!



Then my mom (5) _____ (arrive)! She (6) _____ (congratulate) me. "The kitchen's very clean," she said. "Well done!"

E Complete the paragraph with the verbs from the box in simple past.

organize talk horrify plan collect

Last month, a group of us (1) _____ a class picnic in a large park near our school. The trash in the park (2) _____ us. We (3) _____ about it all the week at school. Last Saturday, we (4) _____ another trip to the park to do a cleanup. We (5) _____ 25 large bags of trash in the park! That was a lot of trash!

F Look at the photograph and write a short cleanup story in your notebook, like the one in Activity E.



Lesson 2

Talking about a place I visited

Vocabulary: Vacation places and activities

Grammar: *There was / There were* (affirmative, negative, and interrogative), simple past (negative)

KICK OFF

A Follow the instructions and play *Spell It!*

- Individually, write four verbs and their simple past on a piece of paper.
- Walk around the classroom. Go up to a classmate and say one of your verbs in the base form.
- He or she says the past form and spells it.
- Continue walking around the classroom until you have shared your verbs with at least four classmates.

a-r-r-i-v-e-d



B **LISTENING** Listen to the conversation and check (✓) the things Diego and his friends did at Rancho Pácfico.

Generic Competency 10

The student maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas, and social practices.

- | | | | |
|--------------------------|---|--------------------------|-------------------------------|
| <input type="checkbox"/> | 1 They stayed in tents. | <input type="checkbox"/> | 4 They went to a karaoke bar. |
| <input type="checkbox"/> | 2 They ate at the cafeteria. | <input type="checkbox"/> | 5 They swam in the pool. |
| <input type="checkbox"/> | 3 They ate at the restaurants on the beach. | | |

READING

C Read the conversation and check your answers for Activity B.



Diego: Hi, Alicia. What are you going to do on your vacation?

Alicia: We want to go to the coast next week. Where did you stay when you went a few months ago?

Diego: At a campground. Its name is Rancho Pácfico.

Alicia: Tell me about it.

Diego: There were log cabins and tents for rent.

Alicia: Oh, good. We want to stay in tents. What were the tents like?

Diego: We didn't stay in the tents. We stayed in a log cabin. But the tents looked OK.

Alicia: What about food? Was there a place to buy food at the campground?

Diego: Yes, there was. There wasn't a store, but there was a cafeteria. We didn't eat at the cafeteria because there

were some great restaurants on the beach next to the campground.

Alicia: Were there things to do at the campground in the evenings? Was there a club or a karaoke bar?

Diego: No, there weren't! Rancho Pácfico is just a campground.

Alicia: And the beach?

Diego: Beautiful! But I didn't swim in the ocean.

Alicia: Why not?

Diego: Because there are sharks in the Pacific and there wasn't a shark net! And there weren't any boats for rent. But the campground had a swimming pool, so that was OK.

Alicia: So, is it a good place to stay?

Diego: Sure. It's great!

GRAMMAR

Unit 2A Lesson 2

D Read the examples in the box. Then read the sentences below and circle T (True) or F (False).

There was a cafeteria.	Was there a club or a karaoke bar?
There were log cabins and tents for rent.	Were there things to do at the site in the evenings?
There wasn't a store.	We didn't stay in the tents.
There weren't any boats for rent.	I didn't swim in the ocean.

- We use *there was / there wasn't* or *there were / there weren't* to say that something existed or didn't exist at a certain time in the past. T F
- We use *there was / there wasn't* for plural. T F
- We use *there were / there weren't* for plural. T F
- The interrogative form starts with *Was there...* or *Were there...* T F
- We use the simple past to talk about events in progress. T F
- The negative of all the simple past verbs (except for the verb *to be*) takes the auxiliary verb *didn't*. T F
- The verb after *didn't* is in the simple past. T F

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

E Complete the tables with information from Activity C.

There was / There were				
Affirmative	There	Was / Were	Complement	
	(1) There		a cafeteria.	
	(2)		log cabins and tents for rent.	
Negative	There	Wasn't / Weren't	Complement	
	(3) There		a shark net.	
	(4)		any boats for rent.	
Interrogative	Was / Were	There	Complement	Short answers
	(5) Was		a place to buy food?	Yes, there was. / No, there (6) _____
	(7)		things to do in the evenings?	Yes, there were. / No, (8) _____

Simple past				
Negative	Subject	Didn't	Verb	Complement
	(9) We			in the tents.
	(10) I			in the ocean.
	(11) We	didn't		at the cafeteria.

Unit 2A

Lesson 2

WRITING

F Think about a school trip. Make a list of what there was or wasn't in the place you visited. Then write a conversation in your notebook about it. Include what you didn't do. Use the conversation in Activity C as a model.



TEAM UP

G Role-play your conversation in front of another pair.

Tell me about where you went on your last school trip.

Disciplinary Competency 11

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

SELF-ASSESSMENT

H Complete the sentences about your performance during this lesson.

- 1 By myself, I learned _____
- 2 With my classmates' help, I learned _____
- 3 With my teacher's help, I learned _____

SOCIO-EMOTIONAL SKILLS



I Read the situations and circle the most stressful for you. Then answer the questions in your notebook and share your solutions.

Traveling with your children.

Going on a school trip.

Traveling to a new place.

Traveling with people I don't know.

- 1 Why is this situation the most stressful for you?
- 2 What can you do to avoid stress?



J What can you do to help other people who feel stressed out when traveling? Share your answers.



Tryout

A Read the definitions and write the words.

- 1 _____: a place where campers stay
- 2 _____: a large fish with sharp teeth
- 3 _____: a little house made of wood
- 4 _____: canvas houses for campers
- 5 _____: a small, cheap restaurant

B Complete the sentences with words from Activity A.

- 1 There was a _____ swimming in the ocean!
- 2 We didn't sleep in a tent. We rented a _____
- 3 There weren't _____ at the campground, only log cabins.
- 4 There was a nice breakfast at the _____
- 5 We didn't stay at the _____ you recommended.

C Complete the questions with *Was there* or *Were there*.

- 1 _____ a swimming pool?
- 2 _____ restaurants on the beach?
- 3 _____ tents for rent?
- 4 _____ a supermarket near us?
- 5 _____ a life guard on the beach?

D Use the prompts to write sentences in your notebook with *There was*, *There wasn't*, *There were*, and *There weren't*.

- | | |
|------------------|-----------------------|
| ✓ = a cafeteria | ✓ = department stores |
| ✗ = other guests | ✗ = another log cabin |

Was there a swimming pool?



Of course, there was.

E Read the brochure. Complete the conversation.



There are individual and family tents for rent. Did you forget your sleeping bag? You can rent one, too.

IN THE CAMPGROUND:

- clean showers and bathrooms
- a cafeteria with food and drinks all day
- a large swimming pool
- a general store





NEAR THE CAMPGROUND:

The campground is a five-minute walk from the beach which is safe for swimming. There are several small fish restaurants nearby. There is a movie theater only 15 minutes away. There is a bus stop outside the campground.

Jaime: Hi. Where did you go on vacation?

Bety: We went camping at (1) _____

Jaime: I'd like to go camping, but I don't have a tent.

Bety: (2) _____ tents for rent.

Jaime: (3) _____ sleeping bags for rent too?

Bety: Yes, (4) _____

Jaime: But... I don't like cooking for myself!

Bety: We didn't have to cook for ourselves.

(5) _____ a cafeteria at the campground and (6) _____ small fish restaurants nearby.

Jaime: What if I get bored?

Bety: Don't worry. (7) _____ a movie theater only 15 minutes away!

Lesson 3

Describing a place I visited

Vocabulary: Handicrafts

Grammar: Simple past affirmative (regular and irregular)

KICK OFF

A Follow the instructions and play *What Was Your Weekend Like?*

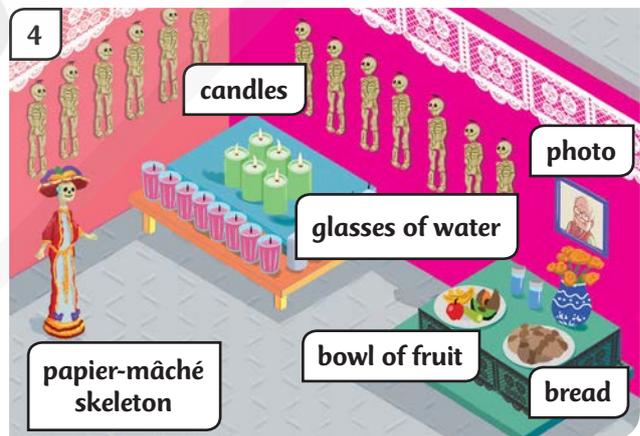
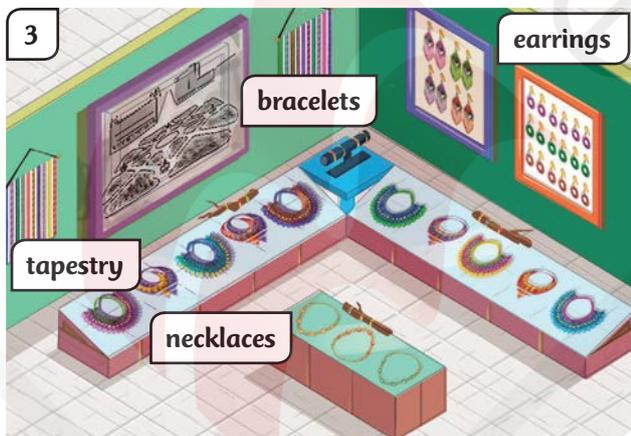
- Walk around the classroom asking *What did you do on the weekend?* and answering the question. Invent your answer to make it sound exciting.
- After a few minutes, share with a classmate the most exciting weekend you heard about.

Last weekend, I went to the circus...



LISTENING

B Listen to the story and circle the objects that are mentioned.



C Make a list of the objects you circled in Activity B in alphabetical order.

Generic Competency 4

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

My list

- _____
- _____
- _____
- _____

D Read the story to check your list in Activity C.

It was early in the afternoon. I saw a sign that said *Craft Store*. I wanted to see the handicrafts. I pushed the door open and went inside. There was no one there. I called out, but no one answered. The first room was full of Mexican handicrafts. I remember I saw necklaces, earrings, bags, embroidered blouses, and ceramic pots. Then I went into the second room. The door slammed behind me. It was dark. The only light came from five or six candles. A large papier-mâché skeleton stood in front of me. Then I noticed the altar. There was a photo of an elderly man on it. Also, there were two glasses of water, a bowl of fruit, and some bread. I stepped forward to take a closer look, but then I heard a terrible scream. It made my hair stand on end. It came from behind me. I decided to leave... and fast! My legs felt weak but I ran back into the first room. Then everything went dark... When I woke up, I was on the floor. My head hurt. I was alone and there was nothing there! The room was completely empty!

GRAMMAR

E Read the story in Activity D again and underline all the verbs you find. Then complete the table.

Regular Verbs		Irregular Verbs	
Present	Past	Present	Past
push	(1)	come	(8)
call out	(2)	stand	(9)
want	(3)	make	(10)
(4)	answered	hear	(11)
slam	(5)	feel	(12)
(6)	noticed	run	(13)
step	(7)	wake up	(14)

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

F Complete the sentences with the simple past of the verbs in parentheses.

- I was in the market when I _____ (feel) sick.
- I _____ (stand) up and walked out of the restaurant.
- She _____ (step) towards the vegetable stand.
- He _____ (come) into the museum with a video camera.
- They _____ (wake up) early and went out for a run in the park.

PRONUNCIATION

Practice saying the ending sound of each verb.

/t/	/d/	/id/
pushed	answered	visited
stepped	called	wanted
walked	screamed	decided



Unit 2A

Lesson 3

WRITING

G Make a list of things you remember seeing in a place you visited. Then write a paragraph in your notebook using your list. Use Activity D as a model.

Disciplinary Competency 5

The student expresses ideas and concepts in coherent and creative compositions, with introductions, development, and clear conclusions.



TEAM UP

H Take turns reading your texts and writing the things your partner remembers seeing. Then compare your lists to their texts to make sure you didn't miss anything.

You missed the skeleton. I said, "I remember I saw a large papier-mâché skeleton in front of me."



Oh, you're right! I forgot that skeleton.

SELF-ASSESSMENT

I Complete the sentences according to your performance during this lesson. Discuss how you can improve next time.

- 1 I got better at _____
- 2 I need to work on _____
- 3 I plan to improve by _____
- 4 My teacher suggests that I _____

SOCIO-EMOTIONAL SKILLS



J How do you react when you face an unexpected situation? Read the three different reactions. Then choose the best one and share it with another group.

You close your eyes and concentrate on your breathing. Take some deep breaths until you feel better and can get some help.

You start screaming as loud as you can, "Help! Help!"

You stay still and wait for someone to help you. Eventually someone will come.

Help!



K How often do you take deep breaths? Is it helpful? Explain why. Discuss as a class.



Tryout

Last Friday, I finished this painting.



A Complete the handicrafts you can find in a craft store.

- 1 n _ _ c _ _ _ a _ _ e
- 2 e a _ _ _ i _ _ _ s
- 3 c _ _ n _ _ l _ _ s
- 4 b _ _ g _ _
- 5 b l _ _ _ _ e s

B Circle six irregular verbs in simple past.

s	b	w	o	k	e
t	e	c	j	m	i
o	a	a	r	a	n
o	d	m	r	d	n
d	k	e	z	e	l
g	f	e	l	t	f

C Complete the sentences with the simple past of the verbs in parentheses.

- 1 Last Saturday, Paty _____ (go) to the craft market.
- 2 She _____ (see) a lot of beautiful handicrafts.
- 3 She _____ (hear) a terrible scream.
- 4 There _____ (be) a band in the market.
- 5 Paty _____ (run) to buy papier-mâché crafts.

D Correct the mistake in each sentence.

- 1 The event starts at 6:00 p.m. last Sunday.

- 2 When I wake up, I was on the floor.

- 3 I spoke with my teacher last week.

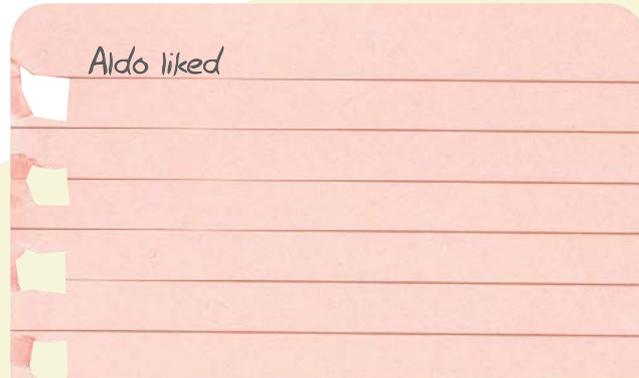
- 4 Yesterday, Daniel buyed some bread for the altar.

E Number the sentences to make a story.

- _____ So I walked inside.
- _____ But I was wrong!
- 1 The door of the house was open.
- _____ As I walked inside, I thought there was no one there.
- _____ Then I heard a noise.
- _____ So I took the dog home with me.
- _____ I got scared, but it was just a lost dog.

F Rewrite the paragraph in the past.

Aldo likes arts and crafts. Last Friday, he goes to a jewelry-making class. He makes necklaces and earrings there. They are very beautiful! He paints pictures as well. Last Saturday, he sells his arts and crafts in the local park.



Lesson 4

Asking and answering questions in the past

Vocabulary: Landmarks, cultural places

Grammar: Simple past (irregular verbs), simple past interrogative (regular and irregular verbs)

KICK OFF

A Follow the instructions and play *Call Our Bluff*.

- Get into groups of three or four. Think of two unusual events (one real and one imaginary) that happened in the past to you or to someone you know.
- Tell your stories to another group. They guess which event is real and which one is invented.
- The group that guesses correctly, wins.

We went to an old museum. There were scary mummies...



VOCABULARY

B Go to page 95 and look up the simple form of each of the irregular past verbs. Compare and check your answers.

- | | |
|------------------|--------------------|
| 1 <u>go</u> went | 5 _____ bought |
| 2 _____ had | 6 _____ took |
| 3 _____ saw | 7 _____ found |
| 4 _____ heard | 8 _____ was / were |

LANGUAGE

Irregular verbs do not follow a rule to form the past. You need to learn each one separately. Irregular verbs have the same form no matter the subject, except for the verb *to be* (you, we, they: *were* and I, he, she, it: *was*).



LISTENING

C Listen to the conversation. Read the sentences and circle T (True) or F (False).

- Brenda went to Guanajuato in October last year.
- She went to the Teatro Juárez.
- She saw a play there.
- She heard a concert at the Pípila monument.
- She loved what she saw at the mummy museum.
- She stayed in a small hotel.

T F
T F
T F
T F
T F
T F

Generic Competency 7

The student has initiative and interest to learn throughout his / her life.

PRONUNCIATION

Listen and say the past tenses of the verbs below. Then listen again and repeat.

have - had	find - found
see - saw	read - read
hear - heard	be - was / were
buy - bought	
take - took	



GRAMMAR

D Read the examples in the box and underline the correct option to complete the rules on page 53.

Verb *to be* Yes / No questions

Was the hotel cheap?

(Yes, it was.)

Were the mummies gross?

(Yes, they were.)

Other verbs Yes / No questions

Did you have a good time?

(Yes, I did.)

Did you like the mummies?

(No, I didn't.)

Other verbs *Wh-* questions

When did you go?

What did you see?

Where did you stay?

- 1 The verb *to be* / *to work* is an irregular verb.
- 2 The simple past / simple form of the verb *to be* is *was* / *were*.
- 3 We use *did* / *didn't* as the auxiliary verb for the simple past interrogative.
- 4 We use the simple past / simple form of the verb after the auxiliary verb *did* / *didn't*.
- 5 Yes / No questions / *Wh-* questions can be answered with short answers. (*Yes, I did*, or *No, I didn't*).

E Complete the tables with information from Activity C.

Verb to be Yes / No questions			
Was / Were	Object	Complement	Answer
(1)	the visit	fun?	Yes, it (2) _____ No, it wasn't.
(3)	the sugar mummies	good?	Yes, they were. No, they (4) _____

Other verbs Yes / No questions				
Auxiliary	Subject	Verb	Complement	Answer
(5)	you		a good time?	Yes, I (6) _____
(7)	Brenda		in a big hotel?	No, she (8) _____

Other verbs Wh- questions				
Wh- word	Auxiliary	Subject	Verb + complement	Answer
(9) When		she	_____?	In October.
(10) Where		she	_____?	In a small hotel.
(11) What		you	_____?	A lot of things.

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

F Complete the sentences with the correct form of the verb in parentheses.

- 1 Where _____ he _____ (go) last weekend?
- 2 _____ you _____ (see) the superhero movie?
- 3 _____ (be) the game exciting?
- 4 Why _____ you _____ (get) home so late last Saturday?
- 5 _____ she _____ (stay) with her friends in Veracruz?
- 6 _____ (be) the photos she took good?



Unit 2A

Lesson 4

WRITING

G Think of one cultural landmark you visited and write a conversation in your notebook where one person asks the other questions about the visit.

Disciplinary Competency 11

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



TEAM UP

H Rehearse your conversation and then act it out to another pair.



SKILLS

Remember to use body language. Use your whole body, not just your hands. Use facial expressions and look directly at the person you are talking to.

SELF-ASSESSMENT

I Complete the sentences about your performance during this lesson.

- 1 What I found interesting in this lesson was: _____
- 2 What I will remember about this lesson is: _____
- 3 What I need to practice is: _____
- 4 What I can practice with a classmate is: _____
- 5 What I can practice by myself is: _____

SOCIO-EMOTIONAL SKILLS



J Read the situation and answer the questions.

You visited Guanajuato with your friends and before going to the Cervantino Festival, Juan told you he was afraid of crowds.

You didn't pay attention and you pushed Juan to go into the crowd at the festival and Juan felt terrified, but agreed.

Suddenly, he couldn't see clearly because he felt dizzy. You and your friends helped him and took him out of the crowd. He was very scared and cried for a while. He didn't recover for some time.

- 1 How do you think Juan felt?
- 2 What action could you do differently?
- 3 What could you do to make Juan feel better?
- 4 How would you feel if your friends didn't listen to you?



K Do you think it is important to put yourself in someone else's shoes to understand their feelings? Discuss.

Tryout

Where did you go on vacation?



A Circle the simple past of the verbs from the box in the puzzle.

buy find go see have

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

B Complete the sentences with verbs from Activity A.

- Mick _____ to L.A.
- He _____ the Dodgers play baseball.
- They _____ some money.
- He _____ a Dodgers' T-shirt.
- He _____ a great vacation in L.A.

C Put the words in order to make sentences.

- on / did / go / Where / vacation / you / ?

- Guatemala / I / to / went / .

- good / have / Did / time / a / you / ?

- bought / We / souvenirs / a few / .

- went / I / Cancun / to / .

- there / year / went / last / I / .

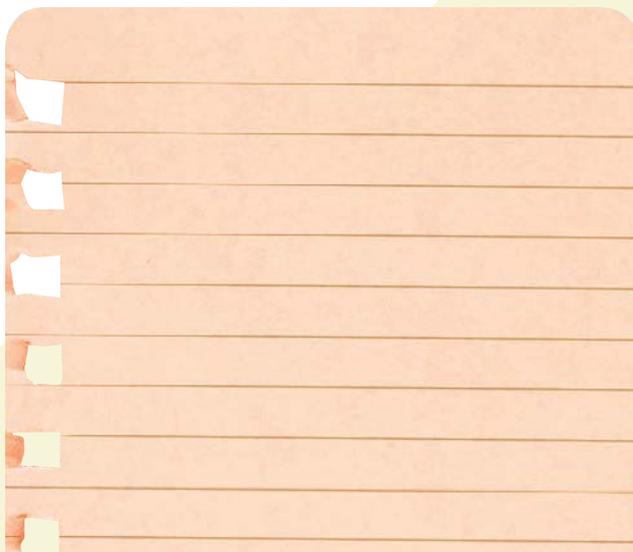
D Complete the sentences with the correct form of the verb.

- What _____ you _____ (see) last night?
- _____ you _____ (like) the movie?
- _____ you _____ (go) alone?
- What _____ she _____ (think) of the movie?
- _____ you _____ (have) dinner together?

E Complete the questions with the correct Wh- word.

- _____ did you go in the summer?
- _____ did you do?
- _____ did you stay?
- _____ souvenirs did you buy?

F Use the questions in Activity E to write a conversation.



Lesson 5

Interviewing someone

Vocabulary: Animals from the Amazon

Grammar: Questions in the past using *How many*

KICK OFF

A Follow the instructions and play *Animal Alphabet*.

- Get into small groups.
- Think of animals beginning with each letter of the alphabet.
- Write them down. The group that has the most animal words after a couple of minutes is the winner.

C is for crocodile.



VOCABULARY

B Look at the pictures and match the animals to the class they belong to.



jaguar



piranha



frog



sloth



macaw parrot



anaconda

- a Mammals b Reptiles c Birds d Fish e Amphibians

LISTENING

C **14** Listen to the interview and circle T (True) or F (False).

- | | | |
|--|---|---|
| 1 David Anderson went to the Amazon rainforest to talk to a cameraman. | T | F |
| 2 David and his team worked in three countries. | T | F |
| 3 They spent 300 days there. | T | F |
| 4 They took only one boat. | T | F |
| 5 The producer didn't travel with them. | T | F |
| 6 They filmed piranhas, anacondas, parrots, and sloths. | T | F |

Generic Competency 4

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

IT

You can go to <http://www.edutics.mx/5UC> to find out interesting facts about the Amazon rainforest and more animals that live there.

GRAMMAR

D Listen to the interview again and complete the table with the questions.

How many	Object	Auxiliary	Subject + verb + complement
(1) How many	countries	did	
(2)	days		
(3) How many			you take?
(4)	people		you have in your team?
(5) So, how many			you film?
(6)	episodes		

Go to the LANGUAGE GUIDE on page 85.

E Write questions for the answers. Follow the example.

- How many towns did you visit? I visited three towns.
- I stayed in three hotels.
- I swam in the ocean two times.
- I ate at a restaurant only two times.
- I rode a bike ten times!

F Complete the conversation with the simple past of the verbs in parentheses and How many. Practice the conversation.



Interviewer: You are famous for your animal drawings.

When (1) _____ you _____ (start) drawing animals?

Rose: When I (2) _____ (be) very young. I was always fascinated with animals.

Interviewer: You (3) _____ (publish) your famous book *Animals of the World* in 2012. (4) _____ animals _____ (draw) from photographs?

Rose: I don't know. A lot! I traveled around the world for years.

Interviewer: (5) _____ continents _____ (visit)?

Rose: Three: Africa, Asia, and America.

Interviewer: That's a lot. Were you alone on your trips?

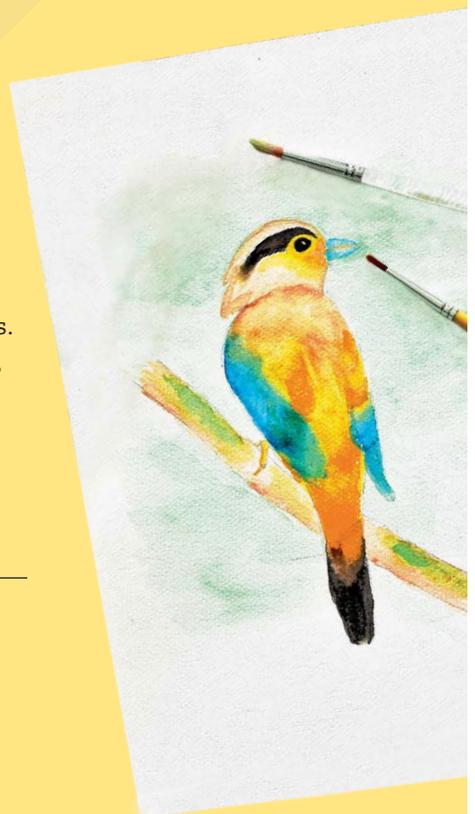
Rose: No, I (6) _____ (travel) with my husband.

Interviewer: Great! (7) _____ drawings _____ (do) in each trip?

Rose: One or two. It takes a lot of time to do each one.

Interviewer: Thank you very much for this interview!

Rose: You're welcome!



Unit 2A

Lesson 5

WRITING

G Do some research about a person who worked in the past with animals. Then write an interview in your notebook about that person. Include questions with *How many*. Use the ideas if you need help.



zoo keeper



vet



pet groomer

Disciplinary Competency 12

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



TEAM UP

H Role-play the interview to another pair. If possible, you can record the interview to show it to your class.

IT

Look up some tips to make a good video at <https://www.edutics.mx/iAf>

SELF-ASSESSMENT

I Read and circle the option according to your performance during this lesson. Then discuss how to improve in the sentences you answered *No*.

- | | | |
|--|-----|----|
| 1 I can write questions in the simple past using <i>How many</i> . | Yes | No |
| 2 I can write an interview in the simple past. | Yes | No |
| 3 I was fluent when I role-played the interview. | Yes | No |

SOCIO-EMOTIONAL SKILLS



J Answer the questions.

- 1 What are the things that make you feel anxious about an interview? _____
- 2 Do you feel anxious before, during, or after an interview? _____
- 3 What can you do and recommend others to do before, during, and after an interview to feel less anxious and do it well?

Before: _____
 During: _____
 After: _____

That makes me feel anxious.



K Do you think you are the only one who feels anxious in an interview? Why do you think so? Discuss as a class and reach a conclusion.

Tryout

How many episodes did you film?



A Use the key to write verbs.

A 1	B 2	C 3	D 4	E 5	F 6	G 7
H 8	I 9	J 10	K 11	L 12	M 13	N 14
O 15	P 16	Q 17	R 18	S 19	T 20	U 21
V 22	W 23	X 24	Y 25	Z 26		

- 6 / 9 / 12 / 13 _____
- 23 / 15 / 18 / 11 _____
- 19 / 16 / 5 / 14 / 4 _____
- 19 / 20 / 1 / 25 _____
- 4 / 15 _____

B Complete the sentences using the correct form of the verbs from Activity A.

- Esther and Jaime _____ very hard at the safari park during the summer.
- They _____ in a log cabin for three days.
- In the morning, they _____ odd jobs around the safari park.
- In the afternoon, they _____ the animals with their camera.
- They _____ three weeks at the park.

C Put the words in order to make questions.

- many / filming / days / How / the / did / take / ?

- Amazon / he / in / alone / Was / the / ?

- did / How / see / many / wild animals / you / ?

- there / episodes / How / were / many / ?

D Look at the information and complete the interview.

Director: Jason Brixton
Name of movie: *Fluffy the Baby Polar Bear*
Location: Filmed in three locations in Alaska.
Time: Filming took three months.
Staff: 35 cameramen and crew.
Other facts: They didn't see any penguins. They were in the Arctic not in the Antarctic!



- Interviewer:** In how many (1) _____
- _____
- Brixton:** We filmed in (2) _____
- _____
- Interviewer:** How many (3) _____
- _____
- Brixton:** (4) _____
- _____
- Interviewer:** How (5) _____
- _____
- Brixton:** (6) _____
- _____
- Interviewer:** Did (7) _____
- _____
- Brixton:** (8) _____
- _____

Project

Travel journal

Communicating and influencing

Task: You will write a travel journal about a place that you visited and you will take turns reading it out loud to your classmates.

- A** In groups, write a definition of a travel journal. Use search engines to look for samples of travel journals in order to write your definition.

IT

Go to <http://www.edutics.mx/5pv> to see some travel journal examples and to read some tips.

- B** Use the samples you saw in your search engine and check (✓) the elements that you will include in your travel journal.
- C** Plan your travel journal answering the questions. Make notes in your notebook and share them with your group. Sharing helps you notice missing information.
- D** Individually, write your travel journal in your notebook and make sure you stick to your plan.

Travel journal:

- | | | | |
|--------------------------|--------------|--------------------------|-------------------------|
| <input type="checkbox"/> | title | <input type="checkbox"/> | pictures or drawings |
| <input type="checkbox"/> | introduction | <input type="checkbox"/> | experiences about trips |
| <input type="checkbox"/> | date | <input type="checkbox"/> | mind maps |
| <input type="checkbox"/> | conclusion | <input type="checkbox"/> | prices |
| <input type="checkbox"/> | opinions | <input type="checkbox"/> | maps |

- 1 Which place is it going to be about?
- 2 How many paragraphs will you include?
- 3 What are the main ideas in each paragraph?
- 4 Which sources are you going to use to find or check information?
- 5 Who can help you read to check for spelling and grammar mistakes?

- E** Take turns showing a classmate from your group your travel journal and have him or her give you respectful feedback. Then apply all the changes you consider appropriate.

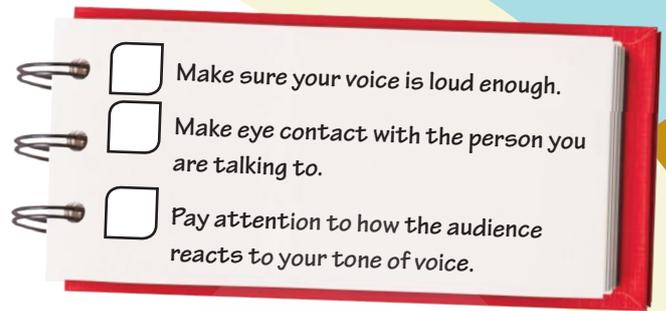


F Share your travel journal with your class and take turns asking and answering questions about it. Consider the tips in the checklist.

How many people did you meet in Tlayacapan?



Nine. I met three other teenagers and their parents.



SELF-ASSESSMENT RUBRIC

G Circle the sentences in the table that best describe your work.

Project aspect	Needs improvement	OK	Good	Outstanding
Organizing your ideas	I didn't organize my travel journal in paragraphs that developed a main idea.	I organized my travel journal in some paragraphs, but not all of them developed main ideas.	I organized my travel journal in paragraphs that developed a main idea.	I organized my travel journal in paragraphs that developed a main idea and helped others identify organization issues.
Using the appropriate grammar	I didn't attempt to use the appropriate past tenses for my travel journal.	I tried but couldn't use the appropriate past tenses for my travel journal.	I used the appropriate past tenses for my travel journal with few mistakes.	I used the appropriate past tenses for my travel journal and helped others.
Speaking clearly	I didn't use the correct voice volume when speaking to my classmates.	I sometimes used the correct voice volume when speaking to my classmates.	I used the correct voice volume when speaking to classmates most of the time.	I used the correct voice volume when speaking to my classmates all the time.
Maintaining eye contact when speaking to others	I never made eye contact with my classmates.	I barely made eye contact with my classmates.	I made eye contact with my classmates most of the time.	I made eye contact with my classmates every time I spoke with them.

H Complete with your ideas on how to improve.

1 Something you can do to improve the way you organize ideas:

2 Something to improve your performance:

3 Someone who can help you improve:

ORAL COMMUNICATION

Expressing oneself clearly in conversations by

- organizing ideas.
- using the appropriate grammar.
- speaking clearly.
- maintaining eye contact when speaking to others.