

ENGLISH

Silvia Martínez

Teacher's Guide 2

QUAD

ACTIVE COMMUNICATION IN ENGLISH

Exchange of general information

Unit 1A LEARNING OUTCOMES

1.1 Exposes information about different products and daily personal activities through time and frequency structures.

	Lesson 1	Lesson 2	Lesson 3
Expected Learning Outcomes	<ul style="list-style-type: none"> Students activate previous knowledge. 	<ul style="list-style-type: none"> Students ask for the correct amount in many products in different contexts. 	<ul style="list-style-type: none"> Students write a conversation between a shop assistant and a customer.
Specific Contents	<ul style="list-style-type: none"> Routines and daily life Simple present and frequency adverbs 	<ul style="list-style-type: none"> Food Count, noncount nouns, <i>a / an</i> 	<ul style="list-style-type: none"> Groceries and units of measurement for food <i>How much, how many, and quantifiers (some, a few, a little)</i>
Generic Competencies	<p>4. The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes, and tools.</p>	<p>7. The student has initiative and interest to learn throughout his / her life.</p> <p>8. The student participates and collaborates effectively in groups.</p>	<p>10. The student respects cultural diversity, beliefs, values, ideas, and social practices.</p>
Disciplinary Competencies	<p>11. The student communicates in a foreign language through logical speech, in oral or written form, coherent with the communicative situation.</p>		<p>4. The student produces texts based on the normative use of the language, considering the intention and communicative situation.</p>

PROJECT: Shopping list

OTHER AREAS OF LEARNING:

Pronunciation reinforcement:
Frequency adverbs, Food, Stress and intonation

Socio-emotional skills:
Self-regulation

ADDITIONAL RESOURCES:

Student's digital component:
Socio-emotional skills worksheets (Self-regulation)
Grammar Drills Unit 1A: Simple present and frequency adverbs, count nouns, noncount nouns, articles *a / an*, *how much, how many*, and quantifiers *some, a few, a little*)
Video 1A: At the Supermarket
Video Activities worksheet
Audios 2–5

Teacher's digital component:
Test Generator Unit 1A
Socio-emotional skills (Self-regulation): Teaching notes for students' worksheets
Students' Grammar Drills Unit 1A with answers
Video 1A: At the Supermarket
Activities page with answers
Audios 2–5

Unit 1B

LEARNING OUTCOMES

1.2 Express personal opinions and arguments about a text, using modal aspects of language.

1.3 Write simple texts on instructions for the use of technology in various contexts.

	Lesson 1	Lesson 2	Lesson 3
Expected Learning Outcomes	<ul style="list-style-type: none"> Students communicate the specific situations of their school or a relative's work. (present progressive and the frequency adverbs) 	<ul style="list-style-type: none"> Students provide simple arguments about a text. 	<ul style="list-style-type: none"> Students give orders or instructions in different contexts. (imperatives, action verbs)
Specific Contents	<ul style="list-style-type: none"> Family members, occupations, and activities Present progressive affirmative and negative 	<ul style="list-style-type: none"> Parts of a text, opinions Present progressive interrogative 	<ul style="list-style-type: none"> IT terms, electronic devices Imperative affirmative and negative, modals (<i>have to / has to, must</i>)
Generic Competencies	<p>4. The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes, and tools.</p>	<p>6. The student sustains a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner.</p>	
Disciplinary Competencies	<p>1. The student identifies, orders, and interprets the ideas, data, and explicit and implicit concepts in a text, considering the context where it was generated and received.</p>	<p>11. The student communicates in a foreign language through logical speech, in oral or written form, coherent with the communicative situation.</p>	<p>4. The student uses information and communication technologies to do research, solve problems, produce materials, and share information.</p> <p>10. The student identifies and interprets the general idea and possible development of an oral or written message in a second language, using previous knowledge, nonverbal elements, and cultural context.</p>

PROJECT: Presentation with instructions

OTHER AREAS OF LEARNING:

Pronunciation reinforcement:

Intonation with *Wh-* questions, Sentence stress with imperatives

Socio-emotional skills:

Self-regulation

ADDITIONAL RESOURCES:

Student's digital component:

Socio-emotional skills worksheets (Self-regulation)
 Grammar Drills Unit 1B: Present progressive affirmative, negative, and interrogative, imperative affirmative and negative, modals (*have to / has to, must*),
 Video 1B: A Great Weekend
 Video Activities worksheet
 Audios 6–8

Teacher's digital component:

Test Generator Unit 1B
 Socio-emotional skills (Self-regulation): Teaching notes for students' worksheets
 Students' Grammar Drills Unit 1B with answers
 Video 1B: A Great Weekend
 Activities page with answers
 Audios 6–8

Unit 2A

Lesson 1

A KICK OFF Before completing the activity, clarify the meaning of the word *trash*. Draw students' attention to the instructions and paraphrase them. Model the activity so the students work in circles. Monitor the activity walking around the classroom and providing help. Students can make a vocabulary list on the board for future reference.

OPENING

B READING Before doing Activity B, elicit what a blog is. Have students work in pairs to describe the picture in the blog to predict the topic. Give them enough time to read the text. Have volunteers tell the main idea of what they read and how predicting the topic from the picture helped them understand it better. Ask students to choose the correct heading individually and check the answer in small groups.

Answer:

2 Accepting the Trash Challenge

Generic Competency 4

Draw students' attention to the mentioned competency and remind them what skimming is. Then elicit the information they got from skimming the text. Ask whether they could get the audience it is addressing and if they think skimming is useful and why.

EXTRA ACTIVITY If time allows, tell students to talk about the *Trash Challenge* in small groups. Model the activity and give your opinion on the topic and add extra information. Ask students: *Would you participate in this challenge? Why? Why not?* Give them enough time to share their ideas.

C VOCABULARY Before doing the activity, draw students' attention to the Language box. Then model the activity.

Have them do the activity individually and compare their answers with a classmate. Monitor the activity walking around the classroom and providing help. Check answers as a class. Close the activity by eliciting different examples using prepositions of time.

Answers:

1 at 2 in 3 in 4 on 5 in 6 at

can be used both for place and for time. You can demonstrate the differences between each preposition of place using realia in the classroom with a chair or desk.

LANGUAGE Draw students' attention to the Language box. Have students read and analyze the information in small groups. Elicit from volunteers what they learned from it and explain that the prepositions *in*, *on*, and *at*

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.

READING

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

1 My Vacation at Mahahual

2 Accepting the Trash Challenge

3 Problems with the Trash Challenge

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

Generic Competency 4

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

www.bloghost.com/myvacationblog

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!

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*).

DEVELOPMENT

D GRAMMAR Draw students' attention to the examples and the rules. Model the activity with other examples, if necessary. Have students work individually and check their answers in pairs. Encourage early finishers to give more examples. Monitor the activity walking around the classroom and providing help. Elicit answers and other examples from volunteers to close the activity. Refer them to the Language Guide on page 84 for further explanation and practice.

Answers:

- 1 remember - remembered
2 organize - organized 3 horrify - horrifie 4 stop - stopped

LANGUAGE Draw students' attention to the Language box. Have them read the information and look for more examples of regular and irregular verbs in the text from Activity B in small groups. Elicit answers from volunteers. If necessary, refer students to the lists of verbs at the end of their books on pages 94-95.

E Draw students' attention to the tables. Have them work individually to complete them. Remind students the rules for regular verbs. Monitor the activity walking around the classroom and providing help. Have students check their answers in small groups.

Answers:

- 1 helped 2 continued 3 worked
4 planned 5 arrived 6 tried

F Have students look at the table and ask them to paraphrase the instructions. Have them work individually. If necessary, ask students to read the text from Activity B again to check their answers. Monitor the activity walking around the classroom and providing help.

Answers:

- 1 I visited Mahahual, on the Mexican Caribbean coast. 2 Twelve of us arrived in Mahahual on May 30th.
3 We collected over 41 bags of trash!
4 We finally stopped for the day at 6:00 p.m.

G Before doing the activity, review with students what skimming is. Have them skim the text individually to get the main idea. Suggest predicting some of the answers. Draw students' attention to the instructions and have a volunteer paraphrase them. Ask students to complete the text with a classmate. Monitor the activity walking around the classroom and providing help. Have volunteers check the answers with a different classmate.

Answers:

- 1 organized 2 in 3 checked 4 at
5 in 6 on 7 noticed 8 tried 9 in

Unit 2A
Lesson 1

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

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

CLOSURE

H WRITING Before completing the activity, ask students to think about places they have visited previously and the activities they did in those places. Give students enough time to complete the activity. Have students work individually. If possible, tell them to exchange texts with a classmate to help each other correct general understanding and grammatical errors. End the activity by asking students to give feedback on their partner's paragraph. You can use this activity as evidence of learning to assess your students' progress.

I TEAM UP Get students into small groups and ask them to take turns reading their paragraphs and correct general understanding and grammatical errors. Suggest that students use photos or drawings when talking about it. Students can provide and give feedback to each other. Monitor the activity walking around the classroom and providing help. End the activity by asking students to talk about the most interesting paragraphs in their teams.

Disciplinary Competency 5

Draw students' attention to the mentioned competency and elicit strategies to present their paragraphs to their classmates. Remind them of establishing the context by explaining where and when the event happened, giving details of the event, and explaining how the event ended.

J SELF-ASSESSMENT

Draw students' attention to the self-assessment sentences. 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. Monitor the activity walking around the classroom and providing help.

SOCIO-EMOTIONAL SKILLS

K Draw students' attention to the instructions. Model the activity by choosing a sentence. Give students enough time to do the activity individually. Get them into pairs, set a time limit for the discussion, and monitor walking around and providing help as needed.

L Get students into groups of five students. Ask a student to read the question and make sure everyone understand it. Have them share their answers from the questions in Activity K with their group and invite them to discuss the question in Activity L as a class. Encourage them to share their suggestions to feel comfortable in a difficult situation with the class.

For additional practice, refer students to the Tryout on page 43 in their books. You can find the answers to this section on page 87.

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.

I TEAM UP 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.

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

<input type="checkbox"/> 1 I can understand the main idea of a text.	<input type="checkbox"/> 3 I can write a short paragraph using the past tense.
<input type="checkbox"/> 2 I know the simple past of some verbs.	<input type="checkbox"/> 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.

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

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Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students write a paragraph about a place they visited 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
The student can use the prepositions of time <i>in, on, and at</i>.	The student cannot use the prepositions of time <i>in, on, and at</i> properly.	The student can use the prepositions of time <i>in, on, and at</i> with difficult .	The student can use the prepositions of time <i>in, on, and at</i> with minor errors.	The student can correctly use the prepositions of time <i>in, on, and at</i> .
The student can form the simple past of regular verbs.	The student cannot form the simple past of regular verbs.	The student can form the simple past of regular verbs with difficult .	The student can form the simple past of regular verbs with minor errors.	The student can accurately form the simple past of regular verbs.
The student can complete a text using regular verbs in the simple past to talk about past events.	The student cannot complete a text using regular verbs in the simple past to talk about past events.	The student can somehow successfully complete a text using regular verbs in the simple past to talk about past events.	The student can mostly successfully complete a text using regular verbs in the simple past to talk about past events.	The student can successfully complete a text using regular verbs in the simple past to talk about past events.
The student can write a paragraph using the simple past to describe a place.	The student cannot write a paragraph using the simple past to describe a place.	The student can somewhat write a paragraph using the simple past to describe a place.	The student can mostly write a paragraph using the simple past to describe a place.	The student can clearly write a paragraph using the simple past to describe a place.

Notes:

Unit 2A

Lesson 2

A KICK OFF Before completing the activity, practice spelling out some words. Draw students' attention to the instructions and ask them to paraphrase them. Give them enough time to do the activity.

OPENING

B LISTENING  Before doing Activity B, get students into small groups and tell them to read the sentences and try to predict the topic before they listen to the audio. Ask volunteers about their predictions. Play the audio. Have students do the activity individually and check their answers in pairs.

Answers:

Check (✓): 3, 5

Generic Competency 10

Draw students' attention to the mentioned competency and elicit how images and personal experience helped them understand the text.

AUDIO SCRIPT

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!

C READING Draw students' attention to the instructions and have a volunteer paraphrase them. Set a time limit for students to read the text and check if their answers for Activity B are correct. Deal with any vocabulary questions.

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.

<p><input type="checkbox"/> 1 They stayed in tents.</p> <p><input type="checkbox"/> 2 They ate at the cafeteria.</p> <p><input type="checkbox"/> 3 They ate at the restaurants on the beach.</p>	<p><input type="checkbox"/> 4 They went to a karaoke bar.</p> <p><input type="checkbox"/> 5 They swam in the pool.</p>
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Generic Competency 10

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

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!

DEVELOPMENT

D GRAMMAR Draw students' attention to the instructions and have a volunteer paraphrase them. Have students do the activity individually. Encourage early finishers to compare answers among themselves. Have volunteers share their answers with the class. Encourage them to provide more examples. Refer students to the Language Guide on page 84 for further explanation and practice.

Answers:

1 T 2 F 3 T 4 T 5 F 6 T 7 F

EXTRA ACTIVITY If time allows, it is advisable to encourage students to turn the False sentences into True ones.

E Draw students' attention to the tables. Model the activity using the first sentence. Have students complete the tables individually and compare answers with a classmate. Encourage them to refer to the text in Activity C if needed. Monitor the activity walking around the classroom and providing help. Get students into groups to check their answers.

Answers:

1 There was a cafeteria. 2 There were log cabins and tents for rent. 3 There wasn't a shark net. 4 There weren't any boats for rent. 5 Was there a place to buy food? 6 No, there wasn't. 7 Were there things to do in the evenings? 8 No, there weren't. 9 We didn't stay in the tents. 10 I didn't swim in the ocean. 11 We didn't eat at the cafeteria.

EXTRA ACTIVITY If time allows, get students into small groups. Ask them to take turns talking about a place they previously visited. Encourage them to use the structures in Activity D to describe the place. Monitor the activity walking around the classroom and providing help. If appropriate, have volunteers share their answers with the class.

Unit 2A
Lesson 2

GRAMMAR

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.

- 1 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
- 2 We use *there was / there wasn't* for plural. T F
- 3 We use *there were / there weren't* for plural. T F
- 4 The interrogative form starts with *Was there...* or *Were there...* T F
- 5 We use the simple past to talk about events in progress. T F
- 6 The negative of all the simple past verbs (except for the verb *to be*) takes the auxiliary verb *didn't*. T F
- 7 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				
	There	Was / Were	Complement	
Affirmative	(1) There		a cafeteria.	
	(2)		log cabins and tents for rent.	
	There	Wasn't / Weren't	Complement	
Negative	(3) There		a shark net.	
	(4)		any boats for rent.	
	Was / Were	There	Complement	Short answers
Interrogative	(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				
	Subject	Didn't	Verb	Complement
Negative	(9) We			in the tents.
	(10) I			in the ocean.
	(11) We	didn't		at the cafeteria.

Unit 2A

Lesson 2

CLOSURE

F WRITING Before doing the activity, have students work with a classmate to recall the conversation in Activity C. Model the activity with a place you have visited. Monitor walking around the classroom and providing help as the students write their conversation. Encourage early finishers to exchange their conversations with another pair, helping with general understanding and grammatical errors.

G TEAM UP Before role-playing the conversations, give students some time to practice reading their conversations out loud. You may want to consider recording them on a cell phone as a way to review their pronunciation. Get students with another pair and have them take turns role-playing their conversations and giving and receiving feedback. Close the activity by having volunteers role-play their conversations to the class. You can use this activity as evidence of learning to assess your students' progress.

Disciplinary Competency 11

Draw students' attention to the mentioned competency and get them into small groups to discuss the elements that can make their conversations clearer and detailed.

H SELF-ASSESSMENT

Draw students' attention to the self-assessment sentences. Remind them that self-assessment activities are opportunities to think about their performance and improve during the semester. Model the activity using your own experience. Have students complete the self-assessment individually. Invite students to discuss in small groups about their performance providing evidence to their answers.

SOCIO-EMOTIONAL SKILLS

I Before doing the activity, elicit what the word *stress* means to them and if they have ever been stressed before. Model the activity by choosing an option. Give students enough time to do the activity individually. Get them into groups to discuss their answers.

J Get students into small groups. Set a time limit for students to discuss and answer the question. Monitor the activity walking around the classroom and providing help. When most groups

have finished, have students share their answers with another group.

For additional practice, refer students to the Tryout on page 47 in their books. You can find the answers to this section on page 87.

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.

G TEAM UP
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.

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Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students will role-play a conversation describing how a place was and the things it had.

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
The student can get specific information from a conversation while listening to it.	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 confusion.	The student can get specific information from a conversation while listening to it with minor errors.	The student can successfully get specific information from a conversation while listening to it.
The student can use <i>There was / wasn't</i> and <i>There were / weren't</i> to talk about the existence of something in the past.	The student cannot use <i>There was / wasn't</i> and <i>There were / weren't</i> to talk about the existence of something in the past.	The student can use <i>There was / wasn't</i> and <i>There were / weren't</i> to talk about the existence of something in the past with difficult .	The student can use <i>There was / wasn't</i> and <i>There were / weren't</i> to talk about the existence of something in the past with minor errors.	The student can correctly use <i>There was / wasn't</i> and <i>There were / weren't</i> to talk about the existence of something in the past.
The student can use the simple past in negative form to talk about past events.	The student cannot use the simple past in negative form to talk about past events.	The student can somehow successfully use the simple past in negative form to talk about past events.	The student can mostly successfully use the simple past in negative form to talk about past events.	The student can successfully use the simple past in negative form to talk about past events.
The student can write an appropriate conversation to describe a place in the past.	The student cannot write an appropriate conversation to describe a place in the past.	The student can somehow write an appropriate conversation to describe a place in the past.	The student can write an appropriate conversation to describe a place in the past with minor errors.	The student can clearly write an appropriate conversation to describe a place in the past.

Notes:

Unit 2A

Lesson 3

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Give students some time to walk around the classroom to do the activity. Monitor walking around and providing help. Encourage volunteers to share their findings.

OPENING

B LISTENING  Before doing Activity B, go over each picture and have students identify the type of store and the objects they see in each picture. Ask them whether they have been in a similar store and if they have bought any of the objects they see. Play the audio and have students circle the objects they hear. Ask them to compare their answers in pairs. Play the audio a second time to have students check answers as a class.

Answers:

1 embroidered blouses, bags 2 ceramic pots 3 necklaces, earrings 4 glasses of water, bowl of fruit, bread, candles, papier-mâché skeleton, photo

AUDIO SCRIPT

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!

C Draw students' attention to the instructions and paraphrase them. Encourage students to compare their lists with a classmate. Check answers as a class and have a volunteer write the list on the board.

Answer:

bags, bowl of fruit, bread, candles, ceramic pots, earrings, embroidered blouses, glasses of water, necklaces, papier-mâché skeleton, photo

to talk about how easy or difficult it was to get specific information from a listening activity and whether the pictures helped them or not.

Generic Competency 4

Draw students' attention to the mentioned competency and get them into small groups

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...

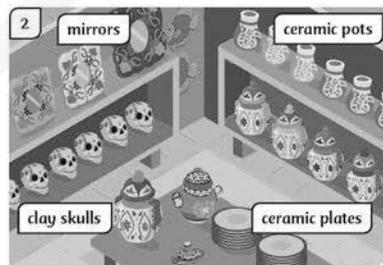
B LISTENING
10 Listen to the story and circle the objects that are mentioned.

1



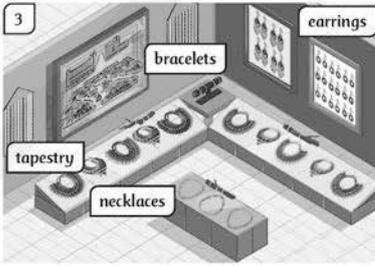
embroidered skirts, bags, embroidered blouses, belts

2



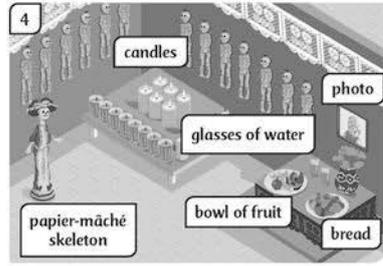
mirrors, ceramic pots, clay skulls, ceramic plates

3



bracelets, earrings, necklaces, tapestry

4



candles, photo, glasses of water, papier-mâché skeleton, bowl of fruit, bread

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 Before doing the activity, ask students to work with a classmate to retell what they heard in the audio based on the list in Activity C. Draw students' attention to the instructions and ask them to paraphrase them. Give them enough time to do the activity and verify if they remembered well. Monitor the activity walking around the classroom and providing help.

DEVELOPMENT

E GRAMMAR Draw students' attention to the table and model

the activity using the first verb. Give them some time to complete the table individually and check their answers in pairs. Monitor the activity walking around the classroom and providing help. Have volunteers share their answers with the class. Provide correction in pronunciation if necessary. Encourage students to mention the spelling rule to make the past tense of each verb. Refer students to the Language Guide on page 84 for further explanation and practice.

Answers:

- 1 pushed 2 called out 3 wanted

- 4 answer 5 slammed 6 notice
7 stepped 8 came 9 stood 10 made
11 heard 12 felt 13 ran 14 woke up

EXTRA ACTIVITY Get students into pairs to share spooky experiences they have lived or heard of. Explain the meaning of the word *spooky* and model the activity with an experience of your own. Monitor walking around the classroom and providing help with vocabulary questions. Ask some volunteers to share their experiences with the class.

F Draw students' attention to the instructions and paraphrase them. Model the activity using the first sentence. Have students do the activity individually. Encourage early finishers to write more sentences using the verbs from the table in Activity E. Monitor the activity walking around the classroom and providing help. Check answers as a class.

Answers:

- 1 felt 2 stood 3 stepped 4 came
5 woke up

PRONUNCIATION

Ask students to pronounce after the recording and make the necessary corrections. Mark the final sounds for them to notice the difference among them. Have students work in small groups to practice pronunciation.

AUDIO SCRIPT

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



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

**Unit 2A
Lesson 3**

T 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

CLOSURE

G WRITING Draw students' attention to the instructions and ask them to paraphrase them. Before writing the paragraph, ask students to write the list of things they remember from their visit to that place. 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 give feedback about general understanding and grammatical errors. You can use this activity as evidence of learning to assess your students' progress.

Disciplinary Competency 5

Draw students' attention to the mentioned competency and ask them to discuss in pairs how writing a list before writing their texts helped them write their paragraph and whether thinking of the intention of the paragraph changed in any form the way they structured it.

H TEAM UP Give students some time to practice reading their paragraphs. Get them into pairs and have them take turns reading their texts and writing their lists. Monitor the activity walking around the classroom and providing help. Ask students to share their lists and compare them to the original paragraphs. Close the activity by asking students to nominate the most adventurous or interesting paragraphs in the class.

I SELF-ASSESSMENT

Draw students' attention to the self-assessment sentences. Remind them that self-assessment activities are opportunities to think about their performance and improve during the

semester. Tell them to evaluate their work honestly. Have students complete the self-assessment individually.

SOCIO-EMOTIONAL SKILLS

J Draw students' attention to the instructions and ask them to paraphrase them. Give them enough time to reflect on the question and the reactions individually. You can ask volunteers to share their answers and how they have reacted in similar situations in the past.

K Get students into groups to complete the activity. Set a time limit for the discussion and monitor walking around and providing help. When most groups have completed their discussion, tell them to share their answers with the class.

For additional practice, refer students to the Tryout on page 51 in their books. You can find the answers to this section on page 87.

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.

H TEAM UP
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.

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

Help!

50

Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students write a paragraph describing a place they visited and the things they saw there.

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
The student can identify objects he or she hears mentioned.	The student cannot identify objects he or she hears mentioned.	The student can identify objects he or she hears mentioned with some confusion.	The student can identify objects he or she hears mentioned with minor errors.	The student can correctly identify objects he or she hears mentioned.
The student can indistinctively use the simple past of regular and irregular verbs.	The student cannot indistinctively use the simple past of regular and irregular verbs.	The student can somehow indistinctively use the simple past of regular and irregular verbs.	The student can mostly indistinctively use the simple past of regular and irregular verbs.	The student can indistinctively use the simple past of regular and irregular verbs.
The student can use the simple past to write a paragraph about a place he or she visited and the things he or she saw there.	The student cannot use the simple past to write a paragraph about a place he or she visited and the things he or she saw there.	The student can use the simple past to write a paragraph about a place he or she visited and the things he or she saw there with difficult .	The student can use the simple past to write a paragraph about a place he or she visited and the things he or she saw there with minor errors.	The student can correctly use the simple past to write a paragraph about a place he or she visited and the things he or she saw there.

Notes:

Unit 2A

Lesson 4

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Monitor as teams tell their stories.

OPENING

B VOCABULARY Have students do the activity in pairs and check answers as a class.

Answers:

1 go 2 have 3 see 4 hear 5 buy
6 take 7 fin 8 be

LANGUAGE Tell students to find regular and irregular verbs in all the lessons.

C LISTENING  Play the audio for students to get the main idea and complete the activity.

Answers:

1 T 2 T 3 F 4 F 5 F 6 T

Generic Competency 7

Draw students' attention to the mentioned competency. Elicit the strategies students used to identify the information from the audio, such as listening for details.

AUDIO SCRIPT

Rodrigo: I'm thinking of going to Guanajuato on vacation this year.

Brenda: Oh, I went there last year.

Rodrigo: Really? When did you go?

Brenda: In October, for the Cervantino Festival.

Rodrigo: Did you have a good time?

Brenda: Yes, I did! I had a wonderful time! Guanajuato's great!

Rodrigo: What did you see?

Brenda: I saw the Pípila monument, and I heard a concert at the Teatro Juárez.

Rodrigo: Did you see the famous mummies?

Brenda: Yes, I did.

Rodrigo: Did you like them?

Brenda: No, I didn't. Not really.

Rodrigo: Why? Were they gross?

Brenda: Yes, they were. Ugh! But I liked the sugar mummies. I bought some in the gift store.

Rodrigo: Did you visit the Callejón del Beso?

Brenda: Yes, of course. Everyone visits it! I took a lot of pictures of my visit if you want to see them...

Rodrigo: OK. Thanks. And, where did you stay?

Brenda: We found a small hotel. It was quite good.

Rodrigo: Was it cheap?

Brenda: Yes, it was.

Rodrigo: Ah! Do you remember the name?

Brenda: Hmm... Let me think...

PRONUNCIATION

Draw students' attention to the verbs in the box. Model the activity and ask them to repeat after you.

AUDIO SCRIPT

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



DEVELOPMENT

D GRAMMAR Have students read the examples in the box and let them underline the correct option on page 53. Have students do the activity individually check answers as a class.

Answers:

1 to be 2 simple past 3 did

4 simple form 5 Yes / No questions

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).

Generic Competency 7
The student has initiative and interest to learn throughout his / her life.

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

1 Brenda went to Guanajuato in October last year.	T F
2 She went to the Teatro Juárez.	T F
3 She saw a play there.	T F
4 She heard a concert at the Pípila monument.	T F
5 She loved what she saw at the mummy museum.	T F
6 She stayed in a small hotel.	T F

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	Other verbs Yes / No questions	Other verbs Wh- questions
Was the hotel cheap? (Yes, it was.)	Did you have a good time? (Yes, I did.)	When did you go?
Were the mummies gross? (Yes, they were.)	Did you like the mummies? (No, I didn't.)	What did you see?
		Where did you stay?

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	were
take - took	



E Draw students' attention to the tables. Model the activity using the first question as an example. Have them complete the activity individually. Monitor walking around the classroom and providing help. Encourage early finishers to get into small groups to check answers. Refer students to the Language Guide on page 85 for further explanation and practice.

Answers:

- 1 Was the visit fun? 2 Yes, it was.
 3 Were the sugar mummies good?
 4 No, they weren't 5 Did you have a good time? 6 Yes, I did. 7 Did Brenda

- stay in a big hotel? 8 No, she didn't.
 9 When did she go to Guanajuato?
 10 Where did she stay? 11 What did you see?

EXTRA ACTIVITY If time allows, get students into small groups. Tell them to take turns asking and answering questions about trips they have made. Encourage them to practice both, *Yes / No* questions and *Wh-* questions. Model the activity with a volunteer. Give students enough time to share experiences.

F Draw students' attention to the instructions and ask a student to paraphrase them. Have them do the activity individually. Monitor the activity walking around the classroom and providing help. Encourage students to check their answers in pairs. If possible, suggest answering the questions.

Answers:

- 1 did, go 2 Did, see 3 Was
 4 did, get 5 Did, stay 6 Were

- 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*).

Unit 2A
Lesson 4

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

CLOSURE

G WRITING Before completing Activity G, elicit what a landmark is. If available, ask students to do some research about a cultural landmark they have visited or would like to visit and to take some notes on the places, activities, and services people can find there. Let students write their conversations. You can use this activity as evidence of learning to assess your students' progress.

Disciplinary Competency 11

Draw students' attention to the mentioned competency and encourage them to always use correct grammar, punctuation, and spelling in their texts.

H TEAM UP Give students some time to practice reading their conversations out loud. It is advisable to consider recording the conversation on a cell phone as a way for students to review their pronunciation and intonation. Tell them to read the information in the Skills box which can help them perform their conversation better. Get students into groups of four and have them take turns reading and acting out their conversations. Encourage them to give and receive feedback.

SKILLS Draw students' attention to the Skills box. Encourage students to reflect on the importance of body language in everyday communication.

I SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage them to evaluate their work honestly. Have them complete the sentences individually. Get students

into groups and encourage them to have a conversation about their performance.

SOCIO-EMOTIONAL SKILLS

J Elicit if they have been in a situation where they have been forced to do something they didn't want to do. Draw students' attention to the instructions and paraphrase them. Get them into small groups to discuss their answers.

K In pairs, encourage students to discuss the question. When most pairs

have finished their discussion, ask students to share their answers with another pair. End the activity by sharing their answers as a class.

For additional practice, refer students to the Tryout on page 55 in their books. You can find the answers to this section on page 87.

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.

TEAM UP

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

Was the food delicious?



Yes, it was! I tried all the typical dishes.

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.

Disciplinary Competency 11

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

Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students write a conversation about a place they visited.

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
The student can identify specific information from a conversation while listening to it.	The student cannot identify specific information from conversation while listening to it.	The student can somehow successfully identify specific information from a conversation while listening to it.	The student can mostly successfully identify specific information from a conversation while listening to it.	The student can successfully identify specific information from a conversation while listening to it.
The student can form Yes / No and Wh- questions in the simple past.	The student cannot form Yes / No and Wh- questions in the simple past.	The student can form Yes / No and Wh- questions in the simple past with difficult .	The student can form Yes / No and Wh- questions in the simple past with minor errors.	The student can correctly form Yes / No and Wh- questions in the simple past.
The student can write and role-play a conversation about a place they visited.	The student cannot write and role-play a conversation about a place they visited.	The student can write and role-play a conversation about a place they visited with difficult .	The student can write and role-play a conversation about a place they visited with minor errors.	The student can successfully write and role-play a conversation about a place they visited.

Notes:

Unit 2A

Lesson 5

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Give students enough time to work in small groups and do the activity.

OPENING

B VOCABULARY Have students work in small teams. Ask them to look at the animals in the pictures and talk about them. Close the activity by asking them to talk about what they know related to the animals in the pictures.

Answers:

1 a 2 d 3 e 4 a 5 c 6 b

C LISTENING  Before doing Activity C, get students into pairs for them to read the sentences and try to predict what they are going to hear. Play the audio as many times as necessary for students to do the activity. Check answers as a class.

Answers:

1 F 2 T 3 F 4 F 5 F 6 T

Generic Competency 4

Draw students' attention to the mentioned competency and ask them how reading the sentences before listening to the audio helped them predict and understand the conversation better.

IT Draw students' attention to the IT box and encourage them to visit the site and explore it.

AUDIO SCRIPT

Interviewer: Zoologist and broadcaster David Anderson is here for an interview. Welcome, David! Where did you go to film your latest television series?

David: To the Amazon rainforest.

Interviewer: How many countries did you work in?

David: There are nine countries with rainforest in the Amazon area, but we only worked in Brazil, Peru, and Ecuador.

Interviewer: How many days did you spend in the Amazon?

David: About 30 days, a month.

Interviewer: How did you travel when you were there?

David: By boat, and on foot!

Interviewer: How many boats did you take?

David: Three.

Interviewer: How many people did you have in your team?

David: Nine. That's two cameramen, our producer, our director, four local guides, and me.

Interviewer: So, how many animals did you film?

David: Well, for the first episode we filmed three animals: piranhas, anacondas, and one of the many species of frogs—the poison dart frog.

Interviewer: They're all very dangerous, right?

David: Not really. We also did episodes on macaw parrots, sloths, and jaguars.

Interviewer: How many episodes did you film?

David: Six, and they start airing next week.

Interviewer: We look forward to watching them!

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.

VOCABULARY

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



1

jaguar



2

piranha



3

frog



4

sloth



5

macaw parrot



6

anaconda

a Mammals b Reptiles c Birds d Fish e Amphibians

C is for crocodile.



LISTENING

C  **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.

DEVELOPMENT

D GRAMMAR



Draw students' attention to the table and ask them to try to remember the questions from the conversation in Activity C and predict the answers before listening to the audio again. Play the audio as many times as necessary for students to complete the table individually. Have them check their answers in small groups. Refer students to the Language Guide on page 85 for further explanation and practice.

Answers:

1 How many countries did you work in? **2** How many days did you spend in the Amazon? **3** How many boats did you take? **4** How many people did you have in your team? **5** So, how many animals did you film **6** How many episodes did you film

E Draw students' attention to the instructions and ask them to paraphrase them. Model the activity using the example. Give them enough time to complete the activity individually. Monitor the activity walking around the

classroom and providing help. Encourage early finishers to compare their answers in small groups. Have volunteers share the answers with the class.

Answers:

1 How many towns did you visit? **2** How many hotels did you stay in? **3** How many times did you swim in the ocean? **4** How many times did you eat at a restaurant? **5** How many times did you ride a bike?

EXTRA ACTIVITY If time allows, get students into pairs and ask them to write more examples of questions with *How many...?* individually in their notebooks. Then tell them to exchange notebooks to ask and answer each other's questions.

F Have students do the activity individually and then ask them to check answers in pairs. Have pairs practice reading the conversation out loud. Monitor the activity walking around the classroom and providing help.

Answers:

1 did, start **2** was **3** published **4** How many, did you draw **5** How many, did you visit **6** traveled **7** How many, did you do

EXTRA ACTIVITY If time allows, have students present their conversation to another pair. Encourage students to give feedback to each other. Monitor the activity walking around the classroom and providing help.

GRAMMAR

D 14 Listen to the interview again and complete the table with the questions.

Unit 2A
Lesson 5

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

CLOSURE

G WRITING Draw students' attention to the pictures and the jobs. Model the activity with a volunteer, choose one of the jobs. Give students enough time to write their conversation in pairs. When most have completed their conversations, have them exchange them with another pair. Encourage them to provide and receive feedback. You can use this activity as evidence of learning to assess your students' progress.

Disciplinary Competency 12

Draw students' attention to the mentioned competency and encourage them to use the script for Audio 14 and the interview in Activity F as a model. Encourage them to use appropriate language to make it sound as a real interview.

H TEAM UP Before starting the role-plays, give students some time to decide how they will do so. Get them into groups of four and ask them to take turns to role-play their interviews and to give and receive feedback.

IT Draw students' attention to the IT box. It is advisable to elicit steps for creating a video and complement them with tips from the website.

I 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. Get students into groups and encourage them to have a conversation about their performance. Encourage them to evaluate their work honestly. Monitor the activity walking around the classroom, providing help, and noting students' answers.

SOCIO-EMOTIONAL SKILLS

J Before doing the activity, elicit from students if they have ever been interviewed. Draw their attention to the instructions and paraphrase them. Give students enough time to do the activity with a classmate. Then get them into small groups to discuss their answers.

K Get students into groups of four and let them provide answers using their own experience. End this activity by having a class discussion and reaching a general conclusion based on their own experiences.

For additional practice, refer students to the Tryout on page 59 in their books. You can find the answers to this section on page 87.

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

TEAM UP

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

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: _____

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.

Disciplinary Competency 12

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

IT

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



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Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students write an interview using *How many* in the past tense.

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
The student can identify animals and classify them according to their class.	The student cannot identify animals and classify them according to their class.	The student can identify animals and classify them according to their class with difficult .	The student can identify animals and classify them according to their class with minor errors.	The student can correctly identify animals and classify them according to their class.
The student can get specific information when listening to an interview.	The student cannot get specific information when listening to an interview.	The student can get specific information with difficulty when listening to an interview.	The student can get specific information with minor errors when listening to an interview.	The student can successfully get specific information when listening to an interview.
The student can form questions in the simple past using <i>How many</i>.	The student cannot form questions in the simple past using <i>How many</i> .	The student can somehow successfully form questions in the simple past using <i>How many</i> .	The student can mostly successfully form questions in the simple past using <i>How many</i> .	The student can successfully form questions in the simple past using <i>How many</i> .
The student can write an interview asking about the past.	The student cannot write an interview asking about the past.	The student can write an interview asking about the past with difficult .	The student can write an interview asking about the past with minor errors.	The student can successfully write an interview asking about the past.

Notes:

Project

Travel journal

Communicating and influencing

Your students will create a travel journal in English by using their writing skills and expressing their own information. This travel journal will be prepared by searching, analyzing, and giving each other feedback on their work.

Write *Travel journal* on the board. Explain or elicit what it means, and discuss the purpose of writing a travel journal. If possible, give students Internet access so they can do some research for **Activity A**. Encourage them to look for more information about what a travel journal is and ask them to take out samples of travel journals. If this is not possible to do in class, let students do research at home. Get them into small groups and have them share what they found so they can write one definition. Suggest that they may write a list with ideas based on the information they researched.

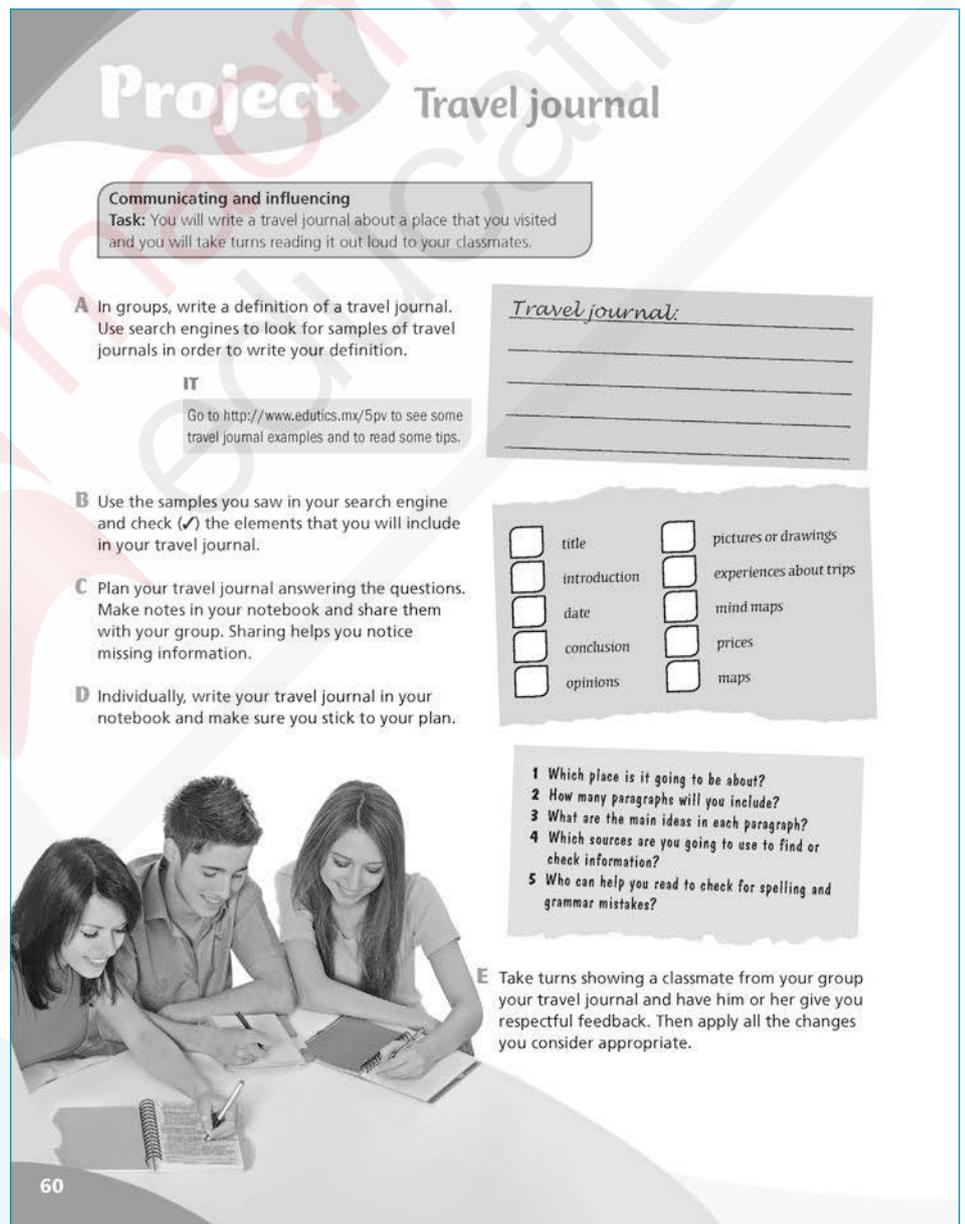
IT Draw students' attention to the IT box and encourage them to visit the site and explore it to get information about travel journals.

For **Activity B**, draw students' attention to the instructions and paraphrase them. Ask them to analyze the information they think they need to include in a travel journal. It is advisable to ask them to reflect on the importance of including those details in their journals. Monitor and provide help as needed.

To explain instructions for **Activity C**, model the activity using the first question. Encourage students to think about a place most of them know so it is easier to talk about it. Suggest writing down notes that can help them develop paragraphs that are more elaborate.

Read the instructions for **Activity D** and draw students' attention to the elements they checked in **Activity B**. Give students enough time to write their travel journals. When they have finished, encourage them to check the information they wrote. Remind them that a clear organization is essential to transmit their ideas effectively. Monitor the activity walking around the classroom and providing help.

For **Activity E**, invite them to exchange their travel journals with another classmate and ask students to read their classmates' journal and provide respectful feedback by considering different aspects. For example, the journal contains the elements they checked in the list from **Activity B** and if the information motivates the reader to visit the place.



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 <https://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.

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.

Travel journal:

title pictures or drawings
 introduction experiences about trips
 date mind maps
 conclusion prices
 opinions 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?

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For **Activity F**, explain to students that they will take turns to present their journals to the class. Explain what the checklist in the activity is for and elicit how to use it. Before having students perform the activity, clarify any question they have and give them some time to practice reading their journals out loud. In turns, each student will read their travel journal out loud so their classmates can ask questions about the place they wrote. End the activity by

asking students to nominate the most interesting journals.

SELF-ASSESSMENT RUBRIC

Explain that for **Activity G**, they will reflect on their performance. Draw students' attention to the self-assessment table. Invite them to analyze the descriptions in the table and grade themselves. Encourage them to evaluate their work honestly. Remind them that the self-assessment activity is

an opportunity to think about their performance during the project. Then have students share their answers with another classmate. Monitor the activity walking around the classroom, providing help, and noting students' answers.

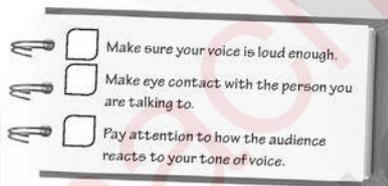
Finally, ask students to work individually and think carefully their answers to the phrases in **Activity H**. Then get students into small groups and invite them to share their answers and discuss their opinions on each other's ideas. Remind them to be respectful. End the activity discussing how to improve their work. Monitor the activity walking around the classroom and providing help as students exchange opinions.

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.

ORAL COMMUNICATION

Students can further develop their speaking skills while working on their project. Encourage them to give each other feedback. Remind them to organize their ideas and use appropriate grammar. Suggest that they speak clearly and maintain eye contact with their classmates during Activity F.