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Let's DO IT!



GYROS
EDITORIAL

LEVEL 2



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GYROS
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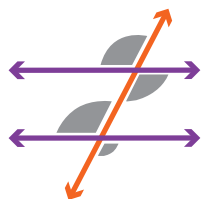
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Progression sequence

MODULE	PROGRESSION	LESSON	GRAMMAR	VOCABULARY
1	1. Use the present continuous in its affirmative form to describe actions of yourself or others that are happening at the moment through texts, stories, cartoons or narration..	1-3	Present continuous (affirmative)	Vacation (Leisure activities).
	2. Use the present continuous in its negative and interrogative forms to deny and question actions that are happening at the moment through texts, stories, cartoons, or narrations.	4-6	Present continuous (negative- questions)	Jobs (professions) Job-related activities
	3. Use the simple past of the verb 'to be' (was, were) in its affirmative form to describe states, attributes, or characteristics of yourself, other people, places, objects, and events through strategies such as readings or dialogues.	7-9	Simple past verb to be (affirmative)	National celebrations
	4. Use the past of the verb 'to be' in its negative and interrogative forms to deny or ask about states and situations at a specific moment in the past through strategies such as readings or dialogues..	10-12	Simple past verb to be (negative - questions)	Information about famous people from the past (name, occupation, date and place of birth, nationality, etc.).
	5. Understand the use of 'there was' and 'there were' to describe the existence of something in the past through dialogues, interviews, or guided readings.	13-14	There was /There were	Places (home, school, community) and objects.
Module 1 Project (15-16) - Childhood memories				
2	6. Identify and use the simple past of regular and irregular verbs to differentiate them in writing through short readings, which allows for the recognition of historical events in Mexico..	17-19	Past tense: regular and irregular verbs	Biographies of the History of Mexico
	7. Use the simple past in its affirmative form to describe actions or events fully completed at a specific moment in the past through written texts.	20-22	Simple past (affirmative)	Biographies Events in the past
	8. Use the simple past in its negative and interrogative forms to deny and ask questions about completed actions or events in the past through oral or written texts.	23-25	Simple past (negative-interrogative)	Weekend activities
	9. Use adverbs of time and connectors to link ideas that clearly and precisely express events or occurrences from the past through various strategies for composing oral or written texts	26-28	Adverbs of time and connectors	Past experiences

MODULE	PROGRESSION	LESSON	GRAMMAR	VOCABULARY	
3	10. Use the modal verb 'should' in its affirmative, negative, and interrogative forms to make recommendations through oral or written expressions such as sociodramas, among others.	29-30	Should	Health problems and body parts	
	Module 2 Project (31-32) – A history comic				
	11. Report degrees of comparison of equality (as... as) to indicate that two people, places, things, or animals share or do not share similar characteristics through strategies and activities such as interviews, reports, photographs.	33-35	as + adjective + as	International tourist destinations / Adjectives	
	12. Use degrees of comparison of superiority and inferiority to contrast people, places, things, or animals in relation to a specific quality through strategies and activities such as interviews, reports, and photographs..	36-38	Comparatives (er-more)	National tourist destinations / Adjectives	
	13. IUses superlative comparison to describe the highest level a characteristic can reach when comparing two or more people, things, places, or animals through strategies and activities such as interviews, reports, photographs, among others.”	39-41	Superlatives	Regional tourist destinations / Adjectives	
	14. Use the idiomatic future tense (going to) in its affirmative, negative, and interrogative forms to talk about future plans through various written or oral strategies, such as writing an agenda.	42-44	Future (Going to)	Plans and intentions	
15. Use the simple future tense (will) in its affirmative, negative, and interrogative forms to express predictions about the weather, scientific advancements, among other things, through written or oral texts.	45-46	Future (Will)	Weather		
Module 3 Project (47-48)- Climate change “A Call to action”					

Transversality icons



Refers to the idea of integrating multiple disciplines, perspectives, or areas to address complex issues in a holistic manner. Applying transversality in education means incorporating different subjects across different courses

Tipo de currículum	Recurso sociocognitivo / Área del conocimiento / Recursos o Ámbitos socioemocionales	Icono
Currículum Fundamental: Recursos Sociocognitivos	Lengua y Comunicación	
	Pensamiento Matemático	
	Conciencia histórica	
	Cultura digital	
Currículum Fundamental Áreas de Conocimiento	Ciencias Naturales, Experimentales y Tecnología	
	Humanidades	
	Ciencias Sociales	
Currículum Ampliado Recursos Socioemocionales	Cuidado físico corporal	
	Bienestar emocional afectivo	
	Responsabilidad social	

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MODULE

1





» Diagnostic

I. Complete the sentences using the present continuous form of the verb in parentheses.

1. She _____ (study) for her exams right now.
2. They _____ (play) football in the park.
3. We _____ (watch) a movie now.

II. Complete the sentences with was, wasn't, were or weren't.

1. She _____ at the party last night.
2. They _____ in Paris last summer.
3. I _____ (not) at home when you called.
4. The weather _____ really bad yesterday.
5. We _____ (not) tired after the trip.
6. _____ you at the meeting yesterday?

III. Complete the sentences with there was or there were.

1. _____ a big storm last night.
2. _____ many people at the concert.
3. _____ a beautiful rainbow after the rain.
4. _____ any problems with the computer yesterday?

IV. Circle the correct option to complete the sentences.

1. Right now, he (is running / was running / runs) in the park.
2. Yesterday, there (was / were / is) a football match at school.
3. They (were / are / is) happy at the party last weekend.
4. We (are swimming / were swimming / was swimming) in the pool right now.
5. Last night, there (was / were / are) two movies on TV.



WARM UP › Brainstorm. Share your dream vacation destination. Make a list.

READING AND LISTENING SKILLS › Read the conversation. Circle the travel vocabulary you find, then answer the questions.



Emma: Hey, Jake, what are you watching on TikTok?

Jake: Oh, I'm just **scrolling** through some travel videos. Look at this one—it's about Switzerland! I'm seriously dreaming of going there one day.

Emma: Switzerland? That's amazing! I'm thinking about it too. Imagine us skiing down those snowy mountains!

Jake: I know, right? I'm watching this video of people taking the Glacier Express. The views are incredible! I'm imagining us sitting there, just enjoying the scenery.

Emma: And I'm picturing us staying in a **cozy** cabin, **sipping** hot chocolate by the fireplace. This is totally going on my dream vacation list!

Jake: Same here. I'm saving all these videos for inspiration. We must make this trip happen someday!

Emma: Definitely! I'm already planning in my head what we're going to do. It's going to be epic!

- What are Jake and Emma doing on TikTok?
 - They are planning their summer vacation.
 - They are watching a travel video about Switzerland.
 - They are studying for an exam.
 - They are booking a flight to Switzerland.
- What kind of video is Emma watching with Jake?
 - A cooking tutorial.
 - A music video.
 - A travel video.
 - A comedy skit.
- Why is Emma excited while watching the TikTok video?
 - She is thinking about skiing in the Swiss Alps.
 - She is looking at a new phone.
 - She is booking a vacation to the beach.
 - She is finding a new recipe to try.
- What are the students doing at the end of the conversation?
 - They are booking their flights to Switzerland.
 - They are studying for a test.
 - They are imagining their dream vacation.
 - They are watching a movie together.

VOCABULARY

in action

› Fill in the blanks with the words in the box.

skiing
landscapes
watching
staying
planning

- I'm seriously _____ of going there one day.
- Imagine us _____ down those snowy mountains!
- I'm _____ this video of people taking the Glacier Express.
- I'm picturing us _____ in a cozy cabin, sipping hot chocolate by the fireplace.
- The _____ are incredible!

GRAMMAR > Present progressive (Affirmative)

Present progressive is used to talk about actions that are happening right now or are in progress. **Verb be (am-is- are) + main verb in ING**

	SUBJECT	VERB TO BE	MAIN VERB	COMPLEMENT
AFFIRMATIVE	I	am	dreaming	I am dreaming to go to Switzerland.
	you	are	watching	You are watching a video on TikTok.
	Emma	is	planning	Emma is planning her dream vacation.

Fill in the blanks to complete the sentences with present progressive tense.

1. She _____ (think) to stay in a cozy cabin.
2. Emma and Jake _____ (scroll) through videos on TikTok.
3. They _____ (save) the videos for inspiration.
4. The teenagers _____ (talk) about vacation plans.
5. Jake and Emma _____ (make) plans together.

LANGUAGE TIPS

Rules for adding "ING":

- **Verbs that end in "e":** Drop the "e" and add "-ing".
Example: make → making, write → writing
- **One-syllable verbs that end in consonant + vowel + consonant:**
Example: run → running, sit → sitting
- **Verbs that end in "-ie":**
Example: lie → lying, die → dying

WRITING > Search

for TikTok videos of cities or destinations. Select one and describe what the people are doing. Remember to use the present progressive tense.

Destination:

STREAM

Student A

Ask your partner about their TikTok Video.

"Where are they staying?"
"What is he doing right now?"
"Are you enjoying the trip?"



Student B

Respond using the present continuous

"They are staying in a beautiful hotel in Havana"

SPEAKING > In pairs, discuss about the TikTok video you selected. Take turns asking and answering questions about what people are doing. Use the present progressive tense and travel-related vocabulary from the lesson.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can talk about my dream vacation

I can use present progressive tense in affirmative sentences



WARM UP > **Discuss.** Do you like traveling? Do you prefer the mountains or the beach? Why?

READING AND LISTENING SKILLS > Read the text and circle the travel items you find. Then, answer the questions with **T** for true or **F** for false.



EXPLORING SINALOA: Rosa's Travel Preparations

When I'm planning a trip around Mexico, especially to visit the magical towns of Sinaloa, I'm always thinking about what I need to bring. Right now, I'm organizing my backpack and making sure I have all the essential items for the trip. I'm packing my voter ID card, because it's the most important document when you travel around the country. Since I'll be exploring a lot, I'm including comfortable sneakers for walking, along with a pair of sandals for relaxing. I'm also packing a sun hat and sunglasses to protect myself from the sun, and, of course, some sunscreen. Just in case, I'm bringing a small umbrella for unexpected rain. Finally, I'm adding a lightweight jacket for the cooler evenings, and a phone charger to stay connected. Preparing well ensures that I'm ready to fully enjoy the beautiful sights and experiences that the magical towns of Sinaloa have to offer.

1. Rosa is planning a trip to the magical towns of Sinaloa. []
2. Rosa is packing a voter ID card to travel internationally. []
3. Comfortable sneakers and sandals are being packed for different activities. []
4. Rosa is not bringing anything to protect against the sun. []
5. A small umbrella is being packed for unexpected rain. []
6. Rosa is bringing a lightweight jacket for cooler evenings. []
7. Rosa is packing a sun hat and sunglasses to use at the beach. []



VOCABULARY *in action* > Make a list of Rosa's travel accessories.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

GRAMMAR > Present progressive (Affirmative)

umbrella organizing relaxing
 sneakers magical towns bringing
 packing sunscreen including

LANGUAGE TIPS

Useful phrases for present progressive:

- Right now
- At the moment
- Currently
- Today
- At this moment
- Just now

Fill in the blanks to complete the sentences with present progressive tense and words from the language tips.

- _____ I'm planning a trip to visit the _____ of Sinaloa.
- _____, I'm _____ my backpack and making sure I have everything I need.
- I'm _____ comfortable _____ for walking and a pair of sandals for _____.
- _____ I'm also _____ a sun hat, sunglasses, and _____ to protect myself from the sun.
- Just in case, I'm _____ a small _____ for unexpected rain.

WRITING

> Imagine you are on vacation in one of the magical towns of Sinaloa. Write a paragraph describing what you are doing right now. Describe your activities, what you are seeing, and how you are enjoying your time there. Make sure to use the present progressive tense to narrate the events.

Sinaloa Magical Town: _____



SPEAKING

> Talk about your travel essentials checklist. In pairs or small groups, share the magical town in Sinaloa that you selected and tell your partners what travel items you need for your trip.

"For this trip to _____, I need _____"



SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can use travel vocabulary to talk about vacation plans.

I can use present progressive tense to talk about travel destinations.

I can share information about the things I am doing now.



BEFORE READING

What is their profession?
Where do you think they are?

VIDEO

Haas and Hahn: How can painting transform communities?



A BRIGHT COLOR PROJECT



Image: <https://nl.wikipedia.org/wiki/Haas%26Hahn>

Artists Jeroen Koolhaas and Dre Urhahn, also known as Haas & Hahn, are known for their community art projects that involve painting entire neighborhoods. Their work aims to transform urban spaces through large-scale murals and vibrant artworks, often in collaboration with locals.

Their project focuses on revitalizing and beautifying neighborhoods that may be experiencing social or economic challenges. By engaging with the community in the creative process, they help foster a sense of pride and ownership among residents. Their projects often include:

- **Collaborative painting:** Involving residents in the painting process, making them an integral part of the artwork.
- **Community engagement:** Working closely with the community to ensure that the art reflects local culture and values.
- **Revitalization efforts:** Using art to improve the visual appeal of neighborhoods, which can also have positive effects on community morale and local pride.

Examples of their work include projects in the favelas of Rio de Janeiro and the North Philadelphia neighborhood, where they've used art to bring vibrancy and a sense of community to these areas.



WARM UP > Let's play charades! Choose any profession that you know by acting it out without speaking, while the rest of the class guesses the profession.

READING AND LISTENING SKILLS > Read the text then answer the questions.

A day in the life of a video game developer

John is a video game developer. He is working at a game studio. Right now, he is designing a new game. The team is creating a fantasy adventure game. John is sitting at his computer. He is drawing

characters and making them move. However, he is not working on the final version of the animations. He is using special software to create the game world.

John's **colleague**, Sarah, is writing the game story. She is typing on her laptop. Although she is drafting the main storyline, she is not completing the final script today. They are talking about the characters and their adventures. They are planning the next level of the game, although they are not discussing the final details yet. John and Sarah are very excited about their project.

In the afternoon, the team is meeting to discuss their progress. They are sharing their ideas and solving problems. John is showing his designs to the team, though they are not making any final decisions right now. Everyone is giving **feedback** and making suggestions, but the final changes are not being implemented today.

After the meeting, John is fixing some bugs in the game. Bugs are mistakes that make the game not work well. He is testing the game to find and fix these bugs, though not all of them are being resolved immediately. John is playing the game to see how it looks and feels.

At the end of the day, John is saving his work and turning off his computer. He is happy because the game is improving. Although he is not finished yet, he is looking forward to tomorrow, when he will continue working on the game.

- What is John currently working on?
 - The final version of the game
 - A new game design
 - Sound effects of the game
- What is Sarah doing?
 - Testing the game
 - Writing the game story
 - Finishing the final script
- Which of the following is NOT happening during the team meeting?
 - Sharing ideas
 - Making final decisions
 - Giving feedback
- Why is John happy at the end of the day?
 - He finished the game
 - The game is improving
 - He fixed all the bugs

VOCABULARY *in action* > Match the profession with the correct job description.

- | | | |
|-------------------------|-----|-------------------------------------|
| 1. The plumber | [] | ... is painting a picture. |
| 2. The pilot | [] | ...is giving medicine to a patient. |
| 3. The architect | [] | ... is designing a bridge. |
| 4. The nurse | [] | ...is flying an airplane. |
| 5. The waiter /waitress | [] | ... is fixing a car. |



GRAMMAR > Present progressive (Negative)

To make a sentence negative in the present progressive, add **not** between the verb to be and the main verb.

Subject + am/is/are+ not + base verb +-ing.

I am not examining a patient.
= I'm not examining a patient.

The farmer is not planting crops now.
= He isn't planting crops now.

Police officers are not directing traffic.
= They aren't directing traffic.

Complete the sentences in negative form in present progressive tense.

1. The doctor _____ (not build) a bridge.
2. The chef _____ (not teach) a math class.
3. The engineer _____ (not draw) a portrait.
4. The teachers _____ (not perform) surgery.
5. The artist _____ (not cook) a meal



WRITING > Look at your classmates and write three sentences about what they are not doing now.

1. _____
2. _____
3. _____

LANGUAGE TIPS

Contractions for negative sentences in Present Progressive

- I am not = I'm not
- He is not = He isn't = He's not
- She is not = She isn't = She's not
- It is not = It isn't = It's not
- We are not = We aren't = We're not
- You are not = You aren't = You're not
- They are not = They aren't = They're not



SPEAKING > Guessing game. Work in pairs. Student A chooses a profession from Vocabulary in action and makes sentences about what he/she is not doing, Student B should guess the profession based on the information given.

Student A: *I'm not teaching students. I'm not cooking a meal...*

Student B: *You're a pilot.*

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use vocabulary related to jobs and professions.

I can use negative sentences in the present progressive tense.



WARM UP > **Discuss.** Do you shop online? What kind of products? Do you like shopping online or in a regular store?

READING AND LISTENING SKILLS > Read the text and underline all the verbs ending with -ing



"Fast Fashion"

Environmentalists are worrying about how fast fashion is affecting the environment. Fast fashion companies are producing large amounts of clothing at a low cost. They are putting these clothes in shops quickly to create high demand. Every year, companies are making 100 billion items of clothing, and this number is expected to grow by 60% by 2030. Fast fashion is having a negative impact on the environment. Many clothes are ending up in **landfills** and are not being recycled.

Additionally, the chemicals that are being used to make these clothes are causing health problems for the people who are working in clothing factories, including children who are making many of these clothes.

The way people are buying clothes is also contributing to the problem. In the past, people used to go to stores, try on clothes, and take time before buying them. They also wore their clothes for a longer time. Today, people are buying cheap clothes, and if they don't like them, they are returning them. This is creating a **"throwaway society"**. Some people are even buying clothes and never wearing them. Every year in Europe, four million tons of clothing is ending up in the trash, and less than one percent of it is being recycled. It seems the fashion industry is not as **sustainable** as it should be.

Read the statements below and decide if they are true or false. Correct the false statements.

- Fast fashion companies are producing small amounts of clothing at high costs. T F
- The number of clothing items produced each year is expected to decrease by 60% by 2030. T F
- Chemicals used in fast fashion are causing health problems for workers. T F
- People today are taking more time to buy clothes compared to the past. T F
- Less than one percent of clothing in Europe is being recycled each year. T F

VOCABULARY *in action* > Find the following words in the word search.

Mechanic • Fashion stylist • Writer • Journalist
 Politician • Influencer • Environmentalist • Biologist
 Chemist • Researcher • Professor

R	G	M	Y	U	M	E	V	S	T	U	D	E	N	T	N	H	I	N	G
L	T	V	O	N	F	U	O	M	X	E	S	C	J	N	K	D	Y	F	R
H	J	E	J	T	L	D	S	C	B	M	H	W	E	L	L	P	T	T	D
R	T	P	A	X	E	I	B	I	O	L	O	G	I	S	T	O	N	W	O
Y	C	C	O	C	Z	X	Y	F	C	B	X	E	H	I	V	L	B	I	C
G	G	O	J	N	H	A	V	F	S	I	Z	R	U	S	T	I	N	F	T
T	C	H	E	B	O	E	H	M	L	U	A	T	M	J	Z	C	J	G	O
Z	E	F	E	G	N	A	R	Y	G	L	L	N	S	F	K	E	Y	C	R
P	H	Z	O	C	P	X	W	X	W	A	I	S	S	B	N	O	W	R	T
L	K	T	G	C	H	A	B	X	Y	O	F	I	I	X	X	F	K	G	T
X	X	F	X	F	O	J	R	O	S	J	O	X	O	P	X	F	B	Z	U
C	J	A	S	K	T	C	O	T	Z	N	I	T	K	A	W	I	C	T	C
A	H	S	Y	G	O	S	A	K	I	X	B	W	F	T	C	C	J	N	D
C	Y	E	L	A	G	E	H	A	L	S	P	V	M	N	U	E	O	P	T
I	H	F	D	R	O	M	C	A	N	T	F	P	N	K	R	B	F	F	
I	S	R	A	A	R	K	U	B	I	Z	U	O	Y	A	S	M	H	E	
H	B	H	O	Y	P	D	I	T	S	G	N	O	F	D	W	E	I	M	V
W	H	M	H	N	H	O	U	G	E	T	L	O	R	G	I	L	N	Z	K
R	I	T	K	W	E	E	A	U	U	J	P	Y	L	J	X	M	C	O	R
F	S	O	Y	X	R	O	O	H	O	W	X	G	C	D	J	V	N	X	V

GRAMMAR > Present progressive (Interrogative)

When forming present progressive questions, place the verb to be (am/ is/are) before the subject.

QUESTION TYPE	STRUCTURE	EXAMPLES
Yes/No question	Am/Is/Are + Subject + Verb (ing)?	Is she studying? Are we learning? Am I dreaming?
Wh-question	Wh-word + Am/is/are + Subject + Verb (ing)?	What is he doing? Where is she staying? Who is buying the food?

LANGUAGE TIPS

In the United States, the terms “teacher” and “professor” are used differently.

The term “teacher” is most used to refer to educators who work in primary and secondary schools.

“Professor” is used to refer to educators who teach at colleges and universities.

Complete the questions with the correct form of the present progressive tense. Use the words given.

- (she / buy) _____ clothes from fast fashion stores?
- (fashion designers / create) _____ new collections this season?
- (Why / people / throw away) _____ clothes more often these days?
- (What / clothing companies / use) _____ eco-friendly materials in their products?
- (fashion trends / change) _____ quickly this year?



WRITING > Using the professions from the word search, create questions in the present progressive tense to ask what each professional is working on.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

SPEAKING >

Work in pairs. Student A looks at the picture and makes some questions about her work. Student B answers the questions.

Student A: Is she working in an office?

Student B: No, she is not.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can ask questions about what someone is doing at their workplace.

I can use job-related vocabulary to form questions in the present progressive tense.

I can answer questions about ongoing actions in different professions.



WARM UP > **Brainstorm.** What should an interviewer take in consideration to do a proper interview?



READING AND LISTENING SKILLS > Listen to the interview. Underline all the questions.

Interviewer: Hello, Dr. Smith! Thank you for joining us today. Can you tell us what you're doing in your job as a scientist?

Dr. Smith: Thank you! Right now, I'm working on a project that is studying the effects of climate change. I'm collecting data from different weather stations around the world.

Interviewer: That sounds interesting! What else are you doing in your research?

Dr. Smith: I'm analyzing the data to find patterns in temperature changes. My team and I are also creating models to predict future weather conditions.

Interviewer: Interviewer: Are you working with other scientists on this project?

Dr. Smith: Yes, I'm collaborating with scientists from other countries. We are sharing our findings and discussing how to reduce the impact of climate change.

Interviewer: It sounds like you're doing very important work. What are you focusing on this week?

Dr. Smith: This week, I'm preparing a report that summarizes our latest results. I'm also getting ready to present our findings at a conference next month.

Interviewer: Thank you, Dr. Smith! We wish you the best with your research.

Dr. Smith: Thank you! I'm happy to share what we're doing.

Read again and answer.

1. What is Dr. Smith currently collecting? _____
2. Why is Dr. Smith collaborating with other scientists? _____
3. What is Dr. Smith doing with the data he collects? _____
4. What is the focus of Dr. Smith's work this week? _____
5. When is Dr. Smith presenting his findings? _____

VOCABULARY

in action

> Match each profession with the correct workplace.

1. Scientist
2. Doctor
3. Chef
4. Librarian
5. Mechanic
6. Teacher



a) School



e) Garage



d) Restaurant



b) Hospital



e) Laboratory



f) Library

GRAMMAR > Present progressive (negative and questions)

Rewrite the sentences in negative form.

- a. The photographer is taking pictures now. _____ .
- b. The chemist is mixing chemicals. _____ .
- c. The doctor is examining a patient. _____ .
- d. The chef is cooking a meal right now. _____ .
- e. The musicians are playing really well! _____ .
- f. The influencer is recording some videos. _____ .

Read and answer the questions.

- g. What are you doing now? _____ .
- h. Are your classmates paying attention to the class? _____ .
- i. Is your teacher writing on the board now? _____ .
- j. Who is talking in class now? _____ .
- k. Are you working in class at this moment? _____ .

LANGUAGE TIPS

Tiktoker: A person who uses the social media app Tiktok to share and appear in short videos.

Influencer: Someone who has a large social media following and can influence their followers' opinions.

Home office worker: Someone who works from his/her home, whether self-employed or telecommunicating for an employer.



WRITING > Look at the picture. Choose a character and write three sentences: two of them are true and one is false. Use affirmative or negative forms.

Example:
 The boy is listening to music.
 The boy is walking the dog.
 The boy isn't dancing.

SPEAKING > Read your sentences to your classmates. They have to guess which one is the false statement.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I use present progressive tense in affirmative, negative and interrogative sentences.

I can identify workplaces for different professions.



WARM UP > Let's play. With each letter that makes up the word Mexico, write an adjective or place that defines the beauty of our country?

M _____ E _____ X _____ I _____ C _____ O _____

READING AND LISTENING SKILLS >



The Day of the Dead

I loved Dia de Muertos last year. It was a special time of the year. My family and I were on the cemetery visiting our ancestors. We were there to decorate their graves with flowers, candles, and food. That morning my mom was eager to make my favorite food, tamales.

My grandma would tell stories about our family. She would say, "Your great-grandma was a very kind woman, she was playing the guitar all the time. Your grandpa was a farmer, he worked hard every day. We were a big family, and we were always together."

That night, we had a party at home. My cousins and I were dressed in costumes. We were skeletons and catrinas. We ate candy and played games. It was so much fun.

Dia de Muertos was a magical time for me. I was surrounded by love and family. It was a time to remember the people who came before us and to celebrate life.

Check (✓) the true statements.

-] The girl's family visited the cemetery every year on Dia de Muertos.
-] The girl's grandmother told her stories about famous people.
-] The girl's grandfather was a musician.
-] The family party at home included eating candy and playing games.
-] Día de Muertos was a sad time for the girl.

VOCABULARY *in action* > Match the columns of festivities to the date and image that corresponds to them.



1. Independence Day
1. Day of the dead
2. Mexican revolution
3. New year
4. Battle of Puebla

November 20th

September 16th

May 5th

November 2nd

January 1st



GRAMMAR > Simple past of the verb to be (was – were)

We use verb to be in past tense:

- To describe states or conditions in the past.
Example: He was tired after the parade.
- To talk about location or presence.
Example: They were at the main square yesterday.
- To describe events that happened in the past.
Example: The festival was amazing!

Subject	Was/ were	Complement
I he she it	was	happy. in a costume. at the festival last week. a good day.
We You They	were	on a boat. thin and short. excited about the event.

LANGUAGE TIPS

You can use time expressions like “yesterday,” “last week,” “in 2023,” to indicate past time. Example:

- She was here yesterday.
- We were in Paris last year

Complete the sentences with was/were.

1. The piñatas for the Christmas Posadas _____ colorful and full of candies.
2. The zócalo in Mexico City _____ full of people during the Independence Day celebration.
3. Last year, the traditional foods for Day of the dead _____ tamales, pan de muerto, and atole.
4. The students _____ excited to perform the traditional Mexican dance for the celebration of 5th of May.
5. The fireworks on Mexican Independence Day _____ amazing!

WRITING > Imagine you’re writing a travel journal about a festival in Mexico. Describe one day of your adventure, focusing on using the simple past tense with “was” and “were”. You can draw to illustrate.

E.g.: Last November, I was excited to experience Day of the Dead in Patzcuaro. It was one of the most unforgettable celebrations I’ve ever seen. The streets were filled with vibrant colors, music, and the smell of traditional Mexican foods.

Questions to consider:

- What festival did you attend? (e.g., Day of the dead, a posada...)
- Where did you go? (e.g. a church, a cemetery, a square)
- Who were you with? (friends, family, alone)
- What did you do? (e.g., eat, shop, sightsee)
- How did you feel? (excited, tired, happy, surprised)

SPEAKING > Share your journal with your classmates.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can use was and were in affirmative sentences to talk about past events.

I can identify Mexico’s important festivities.



WARM UP › **Brainstorm.** What is Mexico's national celebration that you like the most and why?

READING AND LISTENING SKILLS › Read and listen the following the phone call, then answer **true** or **false**.



Benny: Hey, did you go to the Mexico's Independence day celebration last week?

Eve: Yes, I did! It was amazing! I was dressed as "adelita" for the festival, my dress was beautiful, and the main square was crowded.

Benny: That sounds great! Were the fireworks good?

Eve: Yes, they were fantastic! The show was so colorful and lasted a long time.

Benny: I wanted to go, but I wasn't able to make it. How were the decorations?

Eve: The decorations were beautiful! The whole city was covered in green, white, and red lights.

Benny: Oh wow, I really missed out. There weren't any problems with the crowds, right?

Eve: No, there weren't. Everything was really **well-organized**.

Benny: Sounds like it was an incredible experience. I'll definitely go next year!

1. The main square was empty during Mexico's Independence Day celebration. []
2. The fireworks were colorful and lasted a long time. []
3. The decorations were mostly blue and yellow lights. []
4. There weren't any problems with the crowds. []
5. Benny wanted to go but wasn't able to make it. []

VOCABULARY *in action* › Complete with the words from the box.

Flag

fireworks

boots

bell

hat

main square

ribbon



GRAMMAR > was / were

Complete the sentences with the correct form of verb to be in past tense.

1. Mexico's flag _____ the most beautiful thing.
2. The party streamers _____ very colorful.
3. The bell's ring _____ very loud.
4. During the Grito, everyone _____ excited to celebrate in the main square.
5. The children _____ thrilled when they saw the fireworks at the festival.
6. My friends _____ tired after dancing all night at the party, but we all had fun!
7. The mariachi band _____ full of energy and the crowd loved their performance.
8. We _____ so happy to participate in the parade for Revolution Day!
9. The people _____ proud to honor their country's history during the Independence Day celebration.
10. At the carnival, everyone _____ excited to try the traditional Mexican dishes.

LANGUAGE TIPS

With the pronoun "you," which can refer to both a single person or multiple people, "were" is always used in the past, regardless of whether it is singular or plural.



SPEAKING > Share with your classmates one of the national holidays' descriptions that you made in the writing exercise.

WRITING > Choose three of Mexico's national holidays and write about them using was and were.

E.g.: The Mexican Revolution was at the beginning of the 20th century. Porfirio Diaz was...

1

2

3

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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SELF-ASSESSMENT

Read the statements and write if it is true for you.

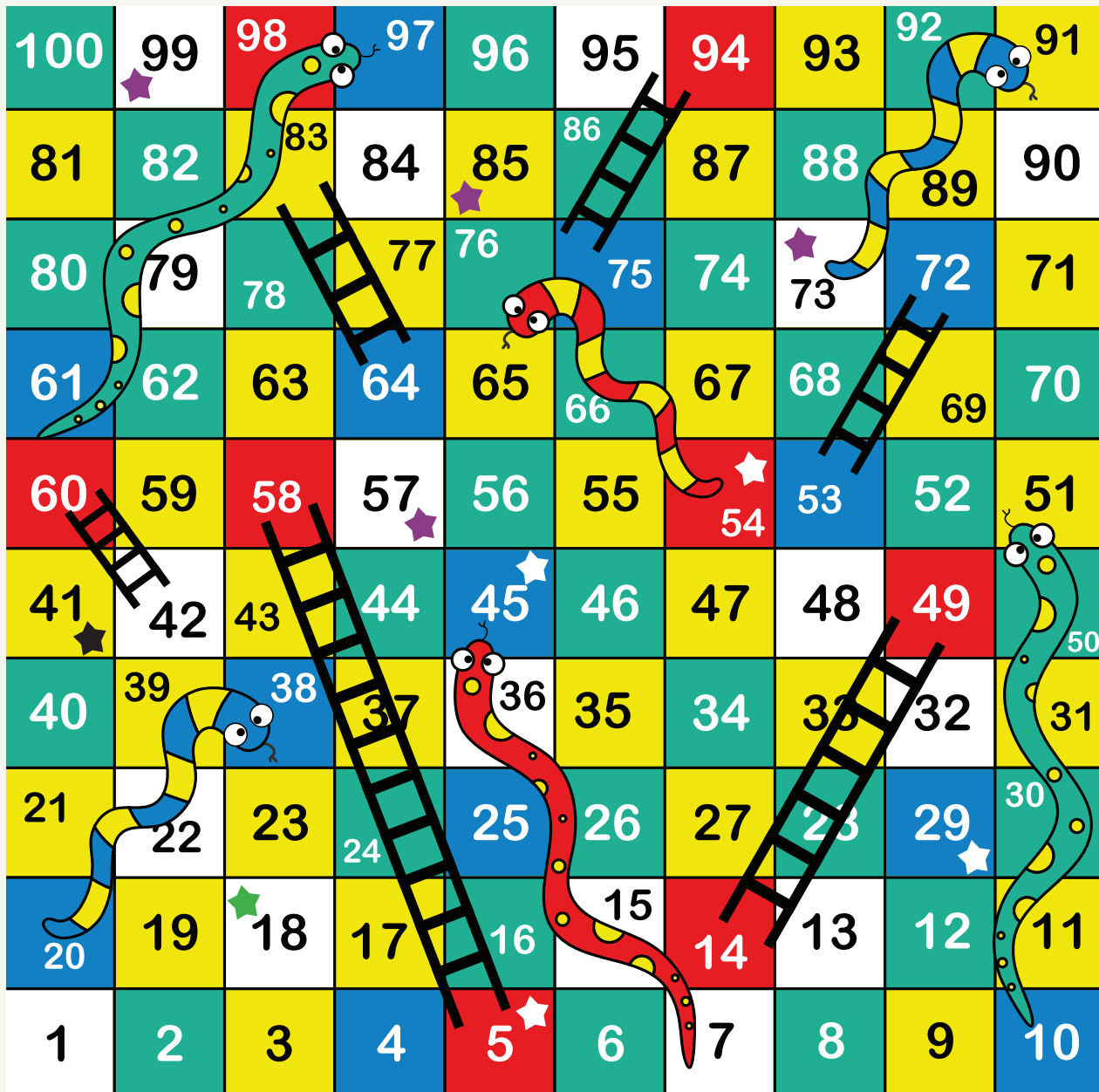
Yes No

I can use was and were to talk about past events.

I can speak about Mexican national holidays using verb to be in past tense.



Let's play! SNAKES AND LADDERS



Note: The teacher can have more questions to play more than once.



Objective: Be the first player to reach the final square on the board.

Setup:

1. Gather in teams of 5.
2. You need a single six-sided dice.
3. Each player has a piece to move around the board.
4. The board is a grid with numbered squares, and snakes and ladders drawn on the board connecting different squares.

How to play:

1. All players place their pieces on Square 1.
2. Players take turns rolling the dice and move their piece forward the number of squares rolled.
3. Moving:
 - If you land on a square with the bottom of a ladder, move your piece up to the top of the ladder.
 - If you land on a square with the tail of a snake, slide your piece down to the snake's mouth.
 - If you land on a square with a star on it, you must answer a question.
 - If you answer correctly, you move forward 3 squares, if you answer incorrectly, you move back 3 squares.
4. Winning: The first player to reach the final square wins the game.
 - If you roll a number that would take you past the final square, you stay in place and wait for your next turn to roll exactly the number needed to land on the final square.



QUESTIONS:

1. What is the capital of France?
2. Who wrote the play "Romeo and Juliet"?
3. What is the largest planet in our solar system?
4. Which country is known as the Land of the Rising Sun?
5. What is the chemical symbol for gold?
6. Who painted the Mona Lisa?
7. In which continent is the Sahara Desert located?
8. Number after eleven.
9. What is the main language spoken in Brazil?
10. Who is the author of the "Harry Potter" series?
11. What is the longest river in the world?
12. Spell the word: water.
13. Which planet is known as the Red Planet?
14. What is the hardest natural substance on Earth?
15. What is the process by which plants make their own food?



2 LP, Live concert, Palacio de Bellas Artes, Ariola, 1990.



WARM UP > Remember when you were a child. Share with the class.

I was not good at _____, but I was good in _____.

READING AND LISTENING SKILLS > Read and listen. Underline the negative sentences.

Alberto Aguilera Valadez (1950–2016) was his real name, but he became famous as Juan Gabriel and was affectionately called ‘El Divo de Juárez.’ Though his parents were farmers, and he wasn’t born in Ciudad Juárez, he grew up there. His birthplace was Parácuaro, Michoacán. From an early age, his love for music was evident—he was a naturally gifted boy. He was not rich, so he was not a student from a prestigious music school, but he became an extraordinary composer and singer. Although he wasn’t a rock star, he captivated audiences around the world with his romantic ballads and traditional Mexican music. Far from being serious or introverted, Juan Gabriel was known for his humor, charisma, and charm.

Answer **T** (true) or **F** (false).

1. His name was Jose Armando []
2. He wasn’t a famous mexican singer. []
3. He was the best architect in Sonora []
4. His artistic name was: El divo de Juárez. []



VOCABULARY *in action* > Do you know these legends? Complete their personal information using the words from the box.

Mexicans John Lennon American British
Actress and singer Actor and singer Whitney Houston Wildlife expert
Composer and singer Australian Painters
Pedro Infante Steve Irwin Mexican Diego Rivera and Frida Kahló

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GRAMMAR > Simple Past Tense of verb to Be (negatives)

Negatives are used to indicate that something or someone was not in a particular state or place in the past. Example: *I was not at home yesterday.*

Personal Pronoun	Verb to be in the past tense	Complement
I he she it	was not wasn't	a singer three years ago. a shy boy.
We You They	were not weren't.	rich people. typical artists.

LANGUAGE TIPS

A “**legend**” can refer to a person who is widely admired or celebrated for their achievements, often in sports, entertainment, or other fields.

- For example, *Michael Jordan is considered a basketball legend.*

Complete with WASN'T or WEREN'T.

1. Frida Kahlo _____ just a painter; she _____ afraid to show her feelings in her art.
2. Frida Kahlo and Diego Rivera _____ always happy together; their relationship _____ perfect.
3. Napoleon Bonaparte _____ always successful in battle.
4. Diego's murals _____ limited to Mexico; he created art internationally.
5. Pedro Infante and Jorge Negrete _____ only singers; they _____ scared to act in movies.



WRITING > **Research** about a legend you admire. Write a short paragraph (4 or 5 sentences) in negative form. Use **WASN'T** or **WEREN'T**.

E.g.: *Juan Gabriel wasn't a shy boy. He wasn't...*

SPEAKING >

Work in pairs. Share your paragraph with a classmate.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can use “was not” or “wasn't”

I can use “were not” or “weren't”

I can talk about legends from the past (simple past tense with verb to be)



WARM UP > Brainstorm. In plenary, answer the question: **Where were you yesterday morning?**

E.g.: *I was in a restaurant, so I wasn't in my room.*

I wasn't at the gym, but I was at school.

READING AND LISTENING SKILLS > Read and listen to the conversation, then answer the questions.

Anna: Have you heard about Albert Einstein? He was a brilliant German physicist.

Raul: Yes, I know! He developed the theory of relativity, right? He's considered one of the greatest scientists ever.

Anna: That's right! His equation, $E=MC^2$, is probably the most famous formula in **physics**.

Raul: Speaking of famous people, what do you think about Cleopatra? She was the queen of ancient Egypt.

Anna: Cleopatra was fascinating! She was known for her intelligence and political skills. She formed **alliances** with powerful Roman leaders like Julius Caesar and Mark Antony.

Raul: Yes! She's often remembered for her dramatic life and her efforts to maintain Egypt's independence.

Anna: Another interesting figure from the past is Leonardo da Vinci. He was a painter, inventor, and scientist during the **Renaissance**.

Raul: Da Vinci was amazing! His painting "Mona Lisa" is one of the most famous in the world, and his sketches show how ahead of his time he was.

Anna: It's incredible how these people from different eras shaped history in so many ways.

Raul: Definitely! Their contributions are still relevant today.



1. Why was Albert Einstein considered one of the greatest scientists ever?
2. Where was Albert Einstein born?
3. What was Cleopatra known for during her time as queen of Egypt?
4. What was Leonardo da Vinci famous for?
5. Who do you think was the most interesting person, and why?

VOCABULARY *in action* > **Biography info.** Choose a famous character from the past, then fill up the chart.

Structure	Meaning	Famous character
Full name	The person's complete identity.	
Place of birth	When and where the person was born.	
Family background	Information about parents, siblings, and family circumstances.	
Education	Schools attended and academic achievements.	
Profession or career	What the person did for a living or career highlights.	
Achievements and contributions	Significant events, awards, or contributions made in their field or to society.	

Challenges and obstacles	Difficulties the person faced throughout their life.	
Death	When and where the person passed away.	
Legacy	How the person is remembered, the lasting impact they made in their field or on society.	

GRAMMAR > Simple past tense of be (interrogative)

The simple past tense of “be” in interrogative form is used to ask about the state of something or someone in the past.

E.g.: *Were you home yesterday?*

Verb to Be	Verb to be in the past tense	Complement
Was	I / he / she / it	a German physicist?
Were	you / we / they	born in 1885?

Unscramble the sentences to make questions.

- inventor / Was / an / Edison / Thomas / ?

- a / queen / Cleopatra / Was / ?

- the / Where / born / Albert / Einstein / was / ?

- artist / famous / Picasso / Was / a / ?

- Where / from / were / the / Beatles / ?

- Shakespeare / Was / poet / William / a / ?

- Was / a / Napoleon / French / leader / ?

- Was / a / musician / Beethoven / famous / ?

- Where / Marie / was / Curie / from / ?

- was / the / first / Who / person / on the moon / ?

LANGUAGE TIPS

You can add WH- words at the beginning of the questions to ask for specific information.

- What
- Where
- When
- Who
- Which
- Why

WRITING

> **Imagine you can interview the character you chose in the Grammar exercise. Write questions to know about his/her life.**

E.g.: *Were you afraid during the battle?*



SPEAKING > Share the questions you wrote and read them to the group.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can ask about past events or states using was or were.

I can identify the structure of a biography.

Was pizza your favorite food?



**Famous discoveries:
From medicine to snacks**



WARM UP › **Brainstorm.** Make a list on the board about the most important inventions in history.

READING AND LISTENING SKILLS › Read and listen. Circle was/were.

Canned food was invented in the early 19th century when the French government was looking for ways to preserve food for soldiers. Nicolas Appert, a chef, was the one who developed the method of sealing food in jars and heating them. This technique was later adapted to metal cans

and was essential for preserving food during long voyages and wars.

Penicillin was discovered by accident in 1928 by **Scottish** scientist Alexander Fleming. He noticed that a mold called Penicillium was killing bacteria in one of his petri dishes. This discovery led to the development of the first antibiotic, which was crucial in saving lives, especially during World War II.

The **Volkswagen Beetle's** creation was linked to World War II. It was designed in the 1930s by Ferdinand Porsche, at the request of Adolf Hitler, who wanted an **affordable** car for the German people.

After the war, the Beetle was **mass-produced** and became one of the most iconic cars in history.

Another unexpected discovery was **Flamin' Hot Cheetos**. In the 1980s, Richard Montañez, a janitor at Frito-Lay, saw some plain Cheetos that were missing their cheese flavor. Inspired by the spicy Mexican snacks of his childhood, he added his own chili **seasoning**. His idea was a hit, and Flamin' Hot Cheetos were launched, becoming one of the company's best-selling products.

Pair up with a classmate and infer the meaning of the words from the text.

Bacteria:

Inspired:

Recipe:

Flavor:

Affordable:



VOCABULARY *in action* › Complete with the words from the box.

discovery
antibiotic

spicy
preserve

innovation
breakthrough

iconic
mass-produced

1. A substance used to treat bacterial infections. _____
2. Something that is widely recognized and represents a significant symbol. _____
3. To keep something in good condition over time. _____
4. The process of making something new or improving something that already exists. _____
5. Found or created for the first time. _____
6. Food or flavor that causes a burning sensation in the mouth. _____
7. An important advance that changes the way something is done. _____
8. Made in large quantities by machines in a factory _____

GRAMMAR > Verb to Be in Simple Past tense

Complete with the correct form of the verb to be in past tense.

1. Alexander Fleming _____ the scientist who discovered penicillin.
2. The discovery of penicillin _____ intentional; it happened by accident.
3. _____ canned food essential for soldiers during wars?
4. Flamin' Hot Cheetos _____ popular when they were first created, but later became a hit.
5. The Volkswagen Beetle _____ designed as a luxury car; it _____ meant to be affordable.
6. Richard Montañez _____ the creator of Flamin' Hot Cheetos.
7. Who _____ the designer of the Volkswagen Beetle?
8. Canned food _____ always stored in metal cans; it _____ first sealed in jars.
9. _____ Alexander Fleming surprised by his discovery of penicillin?
10. The Volkswagen Beetle _____ designed by Ferdinand Porsche.
11. Where _____ the idea for Flamin' Hot Cheetos developed?
12. Canned food _____ an important invention during wartime.



WRITING > **Work in pairs.** Research about an important invention for the world and write a paragraph about it. Then draw it.

Example: *The internet was invented...*



SPEAKING > Share your paragraph to the class.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can use was and were in affirmative, negative and interrogative sentences.

I can talk about inventions from the past.



WARM UP > Discuss. Do you remember your house when you were a child? Can you describe the furniture? Where were your favorite toys? Do you have a dream house?

READING AND LISTENING SKILLS >
Read the text and answer the questions below.



My dream house

Hello! My name is Ana, and this was my grandmother's house, it is my dream house. She lived there with my grandfather, my mother and my Uncle Tom. Her house was quite big. It was a two-story house. There was an attic and a basement too. On the ground floor there was the living room, a big dining room, a huge kitchen, an entertainment area with a bar and a pool table, and there was a toilet too. Upstairs there were four bedrooms: my grandparents', my Uncle's, my mother's bedroom and a guest room. There was a bathroom and a walk-in closet in each one. In my mother's bedroom there was a big and comfortable bed and there were two lamps and a desk next to the closet. On the wall there was a mirror but there weren't any windows. There wasn't a TV in the room.

There were hundreds of books in the library. There was a gym too. In the basement, there was the laundry room with a washing machine and a drying machine. At the back of the house there was a lovely garden. There was a small swimming pool and a barbecue area. Next to the house, there was a garage area, where the cars were parked. I loved my grandmother's house! It was very comfortable. I'd love to have a house like that!

1. How many people lived in the house? _____
2. Were there three bedrooms? _____
3. Was there a TV in her mother's bedroom? _____
4. How many bathrooms were there in the house? _____
5. What was in Ana's mom's bedroom? _____



VOCABULARY *in action* > Label the object with words from the box.

- Window
- Lamp
- Books
- Walk-in closet
- TV
- Toilet
- Couch
- Mirror
- Pool table
- Desk
- Washing machine
- Bed
- Chest of drawers



GRAMMAR > There was / There were

Use *There was / There were* to say that something existed in the past.

Affirmative Sentences	Negative sentences	Yes/No questions and short answers
There was a big house.	There was not / There wasn't a big house.	Was there a big house? Yes, there was / No, there was not / wasn't
There were six comic books in his desk.	There were not / There weren't six comic books in his desk.	Were there six comic books in his desk? Yes, there were / No, there were not / weren't

LANGUAGE TIPS

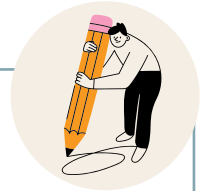
Use **There was** with singular countable noun or an uncountable noun.

Use **There were** with plural countable nouns.



Complete the sentences with *There was / There were* in the correct form.

- _____ many books in the bookshelf.
- _____ a big mirror in my bedroom. (not)
- _____ a desk in my brother's room?
- _____ toys on the floor. (not)
- _____ six cars in the garage



WRITING > Draw your bedroom when you were a child and write a paragraph describing what was in it. Use *There was / There were* and the vocabulary above.

SPEAKING > Share your paragraph to the class.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can identify vocabulary about house furniture

I can use "there was" and "there were" to describe a house.



WARM UP > **Brainstorm.** What was school like 150 years ago? Make a list of the things you think were different from now.

READING AND LISTENING SKILLS > Read the text, then answer with **T** for true or **F** for false.



One room for everybody

Imagine all the grades in one room! That's what school was like for most kids 150 years ago.

One-room **schoolhouses** were common, especially near the farms or small towns where most families lived.

In the schoolhouse the teacher would stand at the front where there was a big blackboard. In the classroom there were rows of desks or in some cases there were just benches to sit on. There wasn't any electricity back then, so light came from the windows and a few lamps.

There was no paper and books were hard to get, so there weren't books for everyone, and they had to share. Students didn't have regular pens or pencils, there were **quills** from birds and were dipped in pots of ink to write. Schools were very different, imagine a school where there was no classroom for each grade, no electricity, no internet, no cell phones. What do you think it would be like to live like that?



1. There were many classrooms for all the students. []
2. There was a big school with soccer field, libraries and laboratory. []
3. There were benches to sit on. []
4. There was electricity. []
5. There was no paper. []

VOCABULARY *in action* > Look at the pictures and complete the words below.



1. B _ c _ o _ _ _



2. _ _ s _ _



3. M _ _ _



4. _ l _ _ k



5. _ o _ _ _



6. _ o _ _ t _ _



7. _ i _ d _ _ _

GRAMMAR › There was and There were with How much and How many.

There was and **there were** are both phrases used to describe the existence or presence of something in the past and **how much** and **how many** to talk about the quantity of things.

Yes/no questions	Questions with How many	Questions with How much
<p>Was there a lot of homework when you were a child? Yes, there was / No, there wasn't</p>		<p>How much homework was there? There was a lot of homework.</p>
<p>Were there many students in your classroom? Yes, there were / No, there weren't</p>	<p>How many students were there in your classroom? There were fifty students.</p>	

LANGUAGE TIPS

Use How many with countable nouns.

-How many chairs were there in your classroom? There were thirty-five chairs.

Use How much with uncountable nouns.

-How much smoke was there? There was no smoke.

Complete with *how much/how many and was there / were there*.

- _____ dogs _____ in the park?
- _____ money _____ in your bank account?
- _____ pollution _____ in China?
- _____ people _____ in the concert?
- _____ traffic _____ on the way to school?



WRITING › Ask your parents about how their schools were in the past and write a paragraph with the information given. Use these questions and add more if necessary.

How was your school when you were a kid?
Were there men and women in the same classroom?
Was there internet connection?
How many classrooms were there?

SPEAKING › Read your paragraph to the class.

SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes No

I can use how much and how many with there was and there were to ask about the past.

I can identify school related vocabulary.

CHILDHOOD MEMORIES



Memories are one of the most crucial things we can cherish throughout our lives. They build up our personality as all our knowledge and previous experiences are stored there.

Childhood memories are treasured by all of us. They make us smile even in our old age.

1. Work in teams. Make a list of community events that happened in your childhood that are significant to you or the community. It could be something important that happened on a national holiday like Day of the Dead, Mother’s Day, among others. Choose one event from the list.
2. Write a description about the origin of the celebration and ask some questions you can answer with information about the event when you were a child.

Example: Where were you during the celebration? Who was with you? Were you happy during the event? Were there any games or activities that you enjoyed? Was there a special meal during the holiday? Were there many decorations at your house? What was your favorite part of the celebration? Were there any memorable moments from the celebration?

3. Organize your presentation according to the questions you made. Remember to include details and pictures of the event and use simple past of the verb to be, and there was/were.
4. Present your project to the class.



EVALUATION CHECKLIST

CRITERIA	Yes	No
Select an important event		
Write specific questions to look for information		
Use simple past of be on the presentation		
Use there was / there were to give details		
Elaborate a presentation in a creative manner (include pictures, animations, etc.)		
Clearly present the project to the class		
All members of the team participate in the creative process.		
We could improve at:		



MODULE

2





» Diagnostic

I. Complete with the correct form of simple past tense.

1. I _____ (eat) sushi yesterday.
2. She _____ (visit) her grandmother last week.
3. They _____ (watch) a movie on Friday.
4. I _____ (not / go) to the party last night.
5. He _____ (not / finish) his homework.
6. We _____ (not / see) the new exhibit.
7. _____ (you / see) that concert last month?
8. _____ (they / travel) to Spain last summer?
9. _____ (she / like) the book?

II. Complete with the correct adverb of time: *last*, *ago* and *yesterday*.

1. I went to the gym _____, and I'm feeling sore today.
2. She visited her grandparents _____ week.
3. They moved to this city five years _____.
4. We had a big family dinner _____ night.
5. The movie we watched _____ was interesting.

III. Fill in the blanks using the connectors *and* or *but*.

1. I like coffee, _____ I prefer tea in the afternoon.
2. She studied hard for the exam _____ she got an A+.
3. We can go to the beach, _____ it might rain later.

IV. Give some recommendations using *should*.

1. You _____ (see) a doctor if you're feeling sick.
2. They _____ (study) more for the next test.
3. He _____ (not / eat) so much junk food.





WARM UP > Think about your best vacation and discuss the following questions: Where did you go? Who did you go with? What did you do?

READING AND LISTENING SKILLS > Read and underline the verbs in past tense, then answer **true** or **false**.

The History of Mexico

Mexico had a rich history long before the arrival of Europeans. The ancient civilizations built impressive cities and created **sophisticated** cultures. The Maya and Aztec civilizations developed advanced knowledge in astronomy, mathematics, and agriculture. They constructed grand temples and pyramids that still amaze people today.

In 1519, Spanish explorer Hernán Cortés arrived in Mexico. He and his men explored the land and encountered the Aztec Empire. They fought many battles and eventually conquered the Aztec capital, Tenochtitlán, in 1521. The Spanish established a new colony and changed many aspects of Mexican life.

During the 19th century, Mexico fought for its independence from Spain. In 1821, Mexico gained its freedom and became a new nation. The country faced many challenges as it built its government and economy. It endured internal conflicts and **foreign** interventions but continued to develop.

In the 20th century, Mexico made significant progress in various fields. It improved education, **healthcare**, and industry. The Mexican people celebrated their cultural heritage and worked toward a better future.

1. The Maya and Aztec civilizations built small villages. []
2. Hernán Cortés arrived in 1519, which is in the 16th century. []
3. Hernán Cortés and his men conquered the Aztec capital, Tenochtitlán, in 1621. []
4. Mexico gained its independence from Spain in 1821. []
5. In the 20th century, Mexico faced no challenges and made no progress. []

VOCABULARY *in action* > Match the images with the correct verb



1.



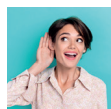
2.



3.



4.



5.



6.



7.



8.



9.



10.

[] Listened

[] Played

[] Called

[] Cooked

[] Liked

[] Watched

[] Talked

[] Washed

[] Walked

[] Studied

GRAMMAR > Simple Past Tense

The **simple past** is used to talk about a completed action that took place in the past.

Affirmative: The students **finished** the project last week.

PAST SIMPLE OF REGULAR VERBS	
EXPLANATION / SPELLING RULES	EXAMPLES
1. Most verbs: Simply add -ed to the base form.	walk → walked play → played talk → talked
2. Verbs ending in -e: Just add -d.	live → lived like → liked dance → danced
3. Verbs ending in a consonant + y: Change “y” to “i” and add -ed. <i>Note: If a vowel precedes the y (like in play), just add -ed: play → played.</i>	cry → cried carry → carried study → studied
4. Verbs ending in consonant-vowel-consonant (CVC) pattern: Double the final consonant and add -ed if the final syllable is stressed. <i>Note: If the final syllable is not stressed, don't double the consonant: open → opened.</i>	stop → stopped plan → planned rub → rubbed
5. Verbs ending in -c: Add -ked.	panic → panicked picnic → picnicked

LANGUAGE TIPS

American English

- Canceled
- Traveled
- Organized

British English

- Cancelled
- Travelled
- Organised

VERBS



Follow the rules of the past tense and complete the chart

INFINITIVE FORM	SIMPLE PAST
1. Stop	
2. Try	
3. Show	
4. Work	
5. Stay	
6. Dance	
7. Traffic	

WRITING >

Choose a historical event in Mexico and write 4 sentences about what was done at that time.

Historical event: _____

SPEAKING >

Share the sentences you wrote with a partner

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use the past form of regular verbs

I can talk about actions in the past using regular verbs

GRAMMAR › Simple Past Tense

We use the Simple Past tense to talk about actions and situations that started and finished in the past.

Example: Emiliano Zapata fought for agrarian reform and the rights of peasants with his Plan of Ayala in 1911.

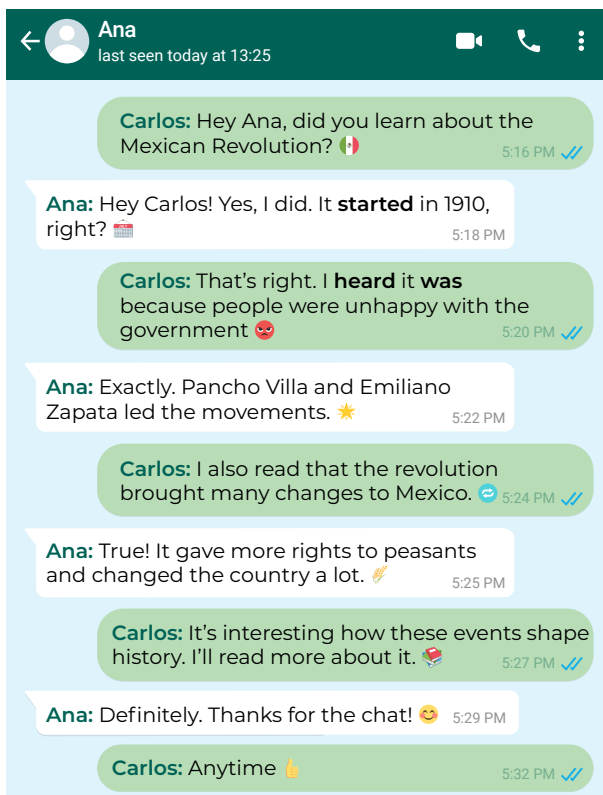
Some verbs do not form the simple past with -ed, they are called **irregular verbs**. They change in different ways and there are no rules for them. Examples:

eat - ate buy - bought drive - drove

Complete with the correct verb using the Simple Past tense

- The students _____ (do) the History project last week.
- The teacher _____ (make) a mistake during the class.
- I _____ (send) the information by email to you yesterday

WRITING › Choose a historical event from Mexico and write a conversation talking about it. Use at least five verbs in past tense.



LANGUAGE TIPS

Time expressions in the past:

- Ago, yesterday, the day before yesterday, in 1998, last weekend/ month / year



Write your conversation:

SPEAKING › Read your conversation to a partner.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can identify irregular verbs in the past

I can talk about actions in the past tense



WARM UP > Look through your Instagram feed and write captions for your last three posts. Use the simple past tense to describe what happened in the photo or video.



READING AND LISTENING SKILLS > Listen to the next conversation and number the sentences in the correct order (1-9). Underline the verbs in past tense.

Mia: Hi, Liam! They were awesome! 😎 I went to the mountains with my family. We hiked and saw amazing views. 🏞️ How about you?

9 Liam: For sure! Talk to you later. 🙌

Liam: That sounds fantastic! I stayed at home and spent time with friends. We played board games and watched movies. 🎮🎬 I also visited a local festival. 🎪

1 Liam: Hey, Mia! ⭐ How were your holidays?

Liam: Bonfire? Sounds like a lot of fun! Next holidays we should get together!

Mia: Nice! What festival did you visit? 🤔

Liam: A local festival, it was good. I tried so many new dishes and had a great time. 🍴😄 Did you do anything special in the mountains?



Mia: Definitely! I look forward to it. Let's catch up soon! 😊

Mia: Yes, we camped for a few nights. The weather was perfect. We also made a bonfire. 🔥🌲

VOCABULARY *in action* >

Read the conversation again and classify the simple past verbs in the correct column.

Regular verbs	Irregular verbs

GRAMMAR › Simple Past Tense

We use the simple past tense to talk about completed actions in the past. We have regular and irregular verbs.



AFFIRMATIVE	
Regular verbs	Lázaro Cárdenas nationalized the oil industry in 1938.
Irregular verbs	Cárdenas made significant agrarian reforms during his presidency

Look at the pictures and write sentences in past tense.



Hernán Cortés

- conquer/ the Aztec capital, Tenochtitlán/ in 1521
Hernán Cortés conquered the Aztec capital, Tenochtitlán, in 1521.



Benito Juárez

- write/ several important laws during his presidency/ from 1858 to 1872



Frida Kahlo

- paint/ many self-portraits that reflected her personal life / during the 1930s



Miguel Hidalgo y Costilla

- begin/ the Mexican War of Independence / in 1810

WRITING › Write a paragraph about a recent event that you have seen on social networks. What happened? who was involved? when and where did it happen? Did it impact your life in any way?

SPEAKING › Share your paragraph with a partner.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

I can use simple past tense to talk about past events.

Yes

No



WARM UP > Discuss the following questions.



- Do you know the real story about the Conquest of Mexico?
Was Mexico conquered or invaded?
Was Hernán Cortés a hero or a genocide?



READING AND LISTENING SKILLS > Read, analyze and discuss what the author writes about the criticisms made to Hernán Cortés.

Violence and brutality: Cortés and his men used a lot of violence to control the indigenous people. This included killing many people, using torture, and fighting with no mercy, which caused the death of thousands of indigenous people.

Deception and manipulation: Cortés made Moctezuma II a prisoner to control the Aztec Empire. He also made **agreements** with other indigenous people, like the Tlaxcalans, promising them things that he often did not give.

Cultural destruction: The conquest by Cortés destroyed the Aztec culture. The Spanish destroyed temples, books, and art, and forced **Christianity** and European culture, making the indigenous people lose much of their own culture.

Demographic impact: The Spanish brought diseases like smallpox, which killed many indigenous people because they had no protection against them. This, along with forced work, had terrible effects on indigenous communities.

1. Why did Cortés use violence against the indigenous people?
2. What happened to Aztec culture after the Spanish conquest?
3. How did the diseases brought by the Spanish affect the indigenous people?
4. What would Mexico be like if the Spanish had not invaded?



VOCABULARY *in action* > Match the following verbs with their meaning.

- | | |
|-----------|--|
| Killed | To make something happen |
| Destroyed | To make someone or something part of a group or list |
| Included | To make someone do something they don't want to do |
| Made | To create or produce something, or to force someone to do something. |
| Forced | To cause someone or something to die |
| Caused | To take something or someone to a place |
| Brought | To damage something so badly that it no longer exists or works. |

GRAMMAR > Simple Past (Affirmative)

Unscramble the following sentences.

1. Indigenous people / to steal them / murdering / The Spanish / México / invaded

2. Cortés / was / The Aztecs / thought / Quetzalcoatl / the god

3. with / alliances / the Aztecs / made / Tlaxcalans / to defeat / Cortés

4. diseases / the Spanish / died / Many Aztecs / due to / brought by

5. The Spanish / imposed / indigenous temples / destroyed / their religion / and

LANGUAGE TIPS

In the past tense, the verb form doesn't change depending on the subject. Example:

- I walked
- He walked
- They walked



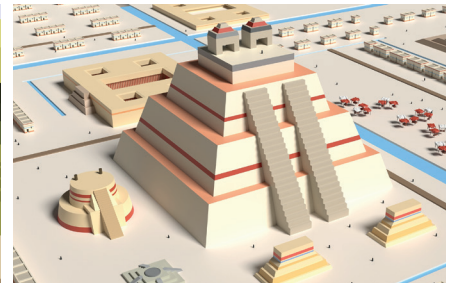
WRITING > Look at the pictures and write 5 sentences in simple past tense about what Tenochtitlán was like before the Spanish arrived.



Trade



Agriculture



Architecture

Example: *The Aztecs had schools called calmécac and telpochcalli.*

1. _____
2. _____
3. _____
4. _____
5. _____

SPEAKING > Share with your classmates the sentences you made in the previous exercise.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use the simple past tense to talk about events in the past

I can talk about the conquest of Mexico



WARM UP > Discuss the following questions.

If you had the opportunity to talk to a historical figure, who would it be?

What would you ask him/her?

READING AND LISTENING SKILLS > Read, analyze and discuss about Hitler and the World War II.

Adolf Hitler was born on April 20, 1889, in Austria. At 17 he applied to the Academy of Fine Arts in Vienna, but did not pass the exam.

In 1914 he **volunteered** to fight in the German army in the First World War. When he was defeated, he accused the Jews and Marxists of being traitors.

From 1920 he dedicated his life to the National Socialist Party (Nazi Party). In 1923, due to a failed coup, he was imprisoned for 9 months, during which time he wrote his book "My Fight", where he exposed his racist, nationalist and anti-communist ideology.

In 1933, Hitler proclaimed himself Führer (leader) and organized a fascist-type State.

Germany invaded Poland on September 1, 1939, starting World War II. It attacked countries such as Belgium, Holland, Denmark, France and England. Germany captured and murdered millions of Jews.

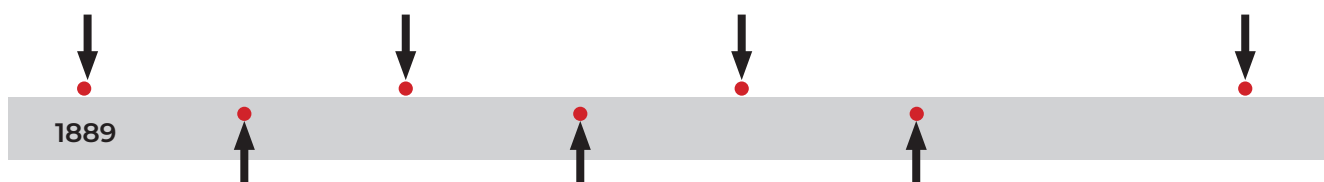
He failed in his invasion of Russia and **North Africa** and after various clashes and a series of defeats against the Allied army, the Russians took Berlin on May 2, 1945 and Germany surrendered on May 7.

Hitler committed suicide on April 30, 1945.

1. Where was Adolf Hitler born?
2. Did Hitler pass the exam to go to art school?
3. What did Hitler do during the First World War?
4. When did Germany invade Poland?
5. How did Hitler's life end?

VOCABULARY *in action* > Create a timeline with the events above.

Adolf Hitler was born



GRAMMAR > Simple Past (Affirmative)

Complete the paragraph with the correct form in simple past tense of each verb in parentheses.

World War II _____ (be) the largest and most destructive conflict in all of history. Germany _____ (invade) Poland on September 1, 1939, starting the war. In response, Great Britain and France _____ (declare) war on Germany. German forces _____ (invade) Western Europe in the spring of 1940. The Soviet Union _____ (occupy) the Baltic states in June 1940. Italy, a member of the Axis, _____ (join) the war on June 10, 1940. From July 10 to October 31, 1940, the Nazis _____ (fight), and ultimately _____ (lose), an air battle against England.

LANGUAGE TIPS

Do you know that there is an artificial intelligence chat to talk to characters from history?

You can try Hello History app.



WRITING > Search on the internet and write 5 affirmations about the personal life of Adolf Hitler.

Example: Hitler married Eva Braun one day before committing suicide.

1. _____
2. _____
3. _____
4. _____
5. _____

SPEAKING Share with your classmates the sentences you made in the previous activity.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use the simple past tense to analyze history

I can use the simple past tense to talk about someone's life.



The broken WINDOWS THEORY



¹ **It's a criminological concept** that suggests that visible signs of disorder and neglect in a neighborhood, such as broken windows, graffiti, or litter, can lead to an increase in crime and antisocial behavior. The theory posits that when these minor issues are not addressed, they create an environment that signals to people that the area is not monitored or cared for, potentially leading to more serious crimes.

² **The theory was popularized** in the early 1980s by social scientists James Q. Wilson and George L. Kelling in an article titled "Broken Windows." They argued that maintaining and monitoring urban environments in a well-ordered condition could prevent further vandalism and escalation into more serious crime. Essentially, the idea is that fixing small problems can help prevent larger problems.

³ **The Broken Windows Theory** has influenced various policing strategies, particularly in the 1990s, such as the "zero-tolerance" approach in New York City, where law enforcement focused on cracking down on minor offenses to prevent more serious crimes. However, the theory has also faced criticism, with some studies suggesting that it oversimplifies the causes of crime, and that aggressive enforcement of minor infractions can lead to negative consequences, especially in marginalized communities.

READING FOR SCANNING

What does the Broken Windows Theory suggest? (paragraph 1)

Who popularized the Broken Windows Theory and in which decade? (paragraph 2)

How did the Broken Windows Theory influence policing strategies in the 1990s? (paragraph 3)

What criticisms have been made about the Broken Windows Theory? (paragraph 3)

Based on the pictures, describe how some New York's neighborhoods looked back in the 1980s using was and were.

Example: *There were many crimes. The crime rate was high.*

What do you think about the broken windows theory?



Share them with your classmates.



WARM UP > Discuss the following questions with a classmate.

What did you do on the weekend? Did you enjoy it?

What is your favorite hobby on the weekend?

READING AND LISTENING SKILLS > Read the following conversation. Then, answer **T** for True or **F** for False.



Andrea: Hey Luis, how was your weekend?

Luis: Hi Andrea! It was okay. I didn't go out on Saturday; I stayed home and studied.

Andrea: Oh, did you do anything else?

Luis: No, I didn't watch any movies either.

Andrea: What about Sunday? Did you do anything fun then?

Luis: Yeah, I did. I went to the park with my family, but we didn't win our soccer game.

Andrea: Did you have fun at least?

Luis: Luis: It was all right. What about you? Did you have a good weekend?

Andrea: Andrea: Yes, I did, I went shopping with friends on Saturday, found a nice dress but didn't go to the party. On Sunday, I visited my grandparents and watched a funny movie.

Luis: Luis: Sounds like a good mix of activities.

Andrea: Andrea: Yeah, it was nice.

1. Luis studied at home on Saturday. []
2. Luis didn't watch any movies over the weekend. []
3. Andrea didn't visit her grandparents on Sunday. []
4. Andrea didn't go to a party on Saturday night [].

VOCABULARY *in action* > Match the words to the images.

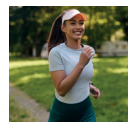
1. Gym
2. Park
3. Movie
4. Video game
5. Hamburger
6. Fries
7. Soccer game
8. Party
9. Shopping
10. Grandparents



[]



[]



[]



[]



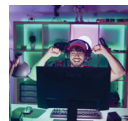
[]



[]



[]



[]



[]



[]

GRAMMAR > Simple Past (negative)

We can use **did not** or **didn't** to negate a sentence in the simple past. **Did** can be used as a verb as the past tense of **Do**.

Example: I did my homework in the morning.

It also can be used as an auxiliary verb to negate a sentence in the simple past.

Example: I did not do my homework in the morning.

AFFIRMATIVE	NEGATIVE
I ate pizza in the park.	I did not / didn't eat pizza in the park.
Peter watched TV yesterday.	Peter did not / didn't watch TV yesterday.

LANGUAGE TIPS

When "didn't" is used to make a negative sentence, the verb should be in its base form (like the infinitive without "to")

Select the correct word from the box. Some of them are extra.

Did	Did
Didn't	Didn't
Understand	See
Understood	Saw

- I _____ (not) like the food.
- Mario didn't _____ the rules of the game.
- The coach _____ (not) arrive to the training session.
- My sister didn't _____ me at the party.

Rewrite the sentences into negative form. What did you and your family do on the weekend?

- I walked the dog on Saturday afternoon.

- My brother and I played video games on Saturday night.

- My parents and I ate a delicious breakfast on Sunday in the morning.

WRITING > Complete the following story. Then, write a short paragraph about what you didn't do last weekend.

Last weekend, I had a lot of plans. I wanted to visit my friend, but I _____ (not go) to her house. I also _____ (not play) football with my brother because it was raining. We _____ (not watch) a movie, and we _____ (not eat) pizza for dinner. Instead, we stayed at home and played board games.

SPEAKING

> Share and compare the sentences you made in the writing section with a classmate and practice repeating them to each other.

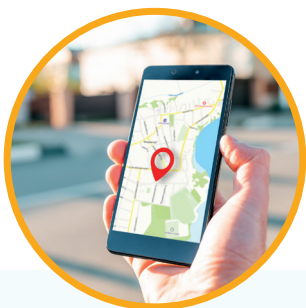
SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use negatives in the simple past tense.

I can use **did** as a verb or an auxiliary in a sentence in past tense.



WARM UP > Read, discuss, and answer the following questions with a classmate.

What are museums? Do you know any museums in your city?
What do wax museums exhibit?

READING AND LISTENING SKILLS > Read the following conversation, then answer the questions.

Jacky: Hi, Ian! How was your weekend?

Ian: Hey, Jacky! It was cool. I went to the **wax museum**. Did you go, too?

Jacky: Yes, I did! It was awesome. Did you see the statue of Albert Einstein?

Ian: Yes, I did! It was so real. Did you take a picture with him?

Jacky: No, I didn't. The line was too long. Did you see the wax figure of Abraham Lincoln?

Ian: No, I didn't see him. I was looking for the one of Queen Elizabeth I. Did you see her?

Jacky: Yes, I did! She looked so royal. Did you like the museum?

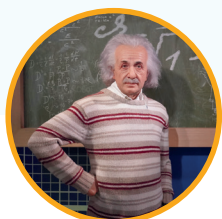
Ian: Yes, I did, but I didn't like that some figures were too shiny. It made them look a bit fake.

Jacky: I agree. But **overall**, it was fun. Did you go with your family?

Ian: No, I didn't. I went with my friends. Did you go with your parents?

Jacky: Yes, I did. They loved it, too. I want to go again soon!

Ian: Me too! Maybe we can go together next time.



1. Did Jacky go to the wax museum?

2. Did Jacky take a photo with the statue of Albert Einstein?

3. Did Ian find the statue of Queen Elizabeth I?

4. Did Ian go to the wax museum with his family?

VOCABULARY *in action* > Match the number of the wax museum character with its description.

Poet

President

Pacifist

Mexican painter

Famous rock group

Famous soccer player

Queen

Painter and scientist

Scientist

Music composer



1



2



3



4



5



6



7



8



9



10

GRAMMAR > Simple Past (yes/no questions)

We use questions in the simple past tense to ask about situations or events that occurred in the past. These questions are called **yes/no questions** because the person answering them can answer “yes” or “no” briefly without giving further details about their answer.

LANGUAGE TIPS

The question mark is only used at the end of the question.

YES/NO QUESTIONS IN THE SIMPLE PAST

Did	Subject	Verb (base form)	Complement	Answer
Did	you	eat	pizza yesterday?	Yes, I did. / No, I did not/didn't
Did	they	watch	the movie?	Yes, they did. / No, they did not/didn't

Change the next sentences into questions in past tense.

- Mario played soccer in the afternoon. Did Mario play soccer in the afternoon?
- My mother cooked the food late. _____
- Pedro and Juan ate sushi at the restaurant. _____
- Maria bought shoes in the boutique. _____
- My friends visited the science museum. _____



WRITING > Write 5 questions to ask a classmate about his/her weekend.

Example: *Did you go to the concert?*

SPEAKING >

In pairs, using the questions you wrote on the writing exercise, set up a conversation talking about each other's weekend.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use simple past to ask about past events (yes/no questions).

I can answer yes/no questions in the simple past.



WARM UP



› Research on the Internet and list activities that teenagers in the 1990s commonly did in their free time.

READING AND LISTENING SKILLS › Read the following text, which is the opinion of Heather who was a teenager in the 90s. Then, answer with **T** for true or **F** for false.

I didn't have a cell phone. I had a landline with a cord up until around 1994. Then we had **cordless** phones. Everyone had a pager, but me. My parents thought pagers were for "drug dealers" or doctors.

We were basically free to do what we wanted. I remember walking or riding my bike miles from home with no phone. I had to be home by a certain time. No one seemed to worry about abductions. We just did what we wanted.

I didn't have a computer until like 1997. Internet was slow. We depended on dial up and AOL. It took forever. I thought it was cool, but way too slow to hold my interest.

Jobs were plentiful. You could get hired anywhere. You'd walk into a fast-food restaurant and the manager would ask if you wanted a job. It was literally a get hired on the spot environment. If people didn't have a job, it was by choice. I knew people who worked in technology who came out of college making 80 grand a year. It was back when a college degree meant something.

All the girls started shaving their heads and just leaving their bangs. We wore cool clothes. The **baggier** the better. We were just happy people. I miss it

1. Heather didn't have a cell phone. []
2. Heather remembers riding her bike miles from home with no phone. []
3. She had a computer before 1997. []
4. The Internet was very fast. []
5. If people wanted a job, it was by choice. []

Source: https://www.quora.com/What-Was-Life-Like-for-a-Teenager-In-the-1990s?no_redirect=1



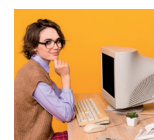
VOCABULARY

in action

› Match the word with the image with a line



cell phone
pager
doctor
bike
the Internet
fast - food
restaurant
job
technology
college degree



GRAMMAR >

Read the text and fill in the blanks using the auxiliary DID in its correct form.

Jacky: Hey Andrea, let's talk about teenagers in the 90s. _____ you know what they used to do?

Andrea: No, what did they do?

Jacky: Well, they _____ (not) have smartphones or social media like we do now. They _____ (not) spend all day on TikTok!

Andrea: _____ they go to concerts a lot?

Jacky: Yeah, concerts were a big deal. But they _____ (not) have online ticketing, so they had to stand in line for hours to get tickets.

Andrea: That sounds exhausting. _____ they play video games?

Jacky: Yes, _____, but the games were on consoles like Nintendo or Sega. They _____ (not) have fancy graphics like we have today.

Andrea: _____ they do anything else for fun on weekends?

Jacky: They loved going to roller rinks, playing board games, or just hanging out at each other's houses.



WRITING > You are about to interview someone who lived in the 90s. Write five questions to ask about life at that time.

Example: *Did you rent movies?*

SPEAKING > In plenary, ask your questions to the teacher.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use simple past to ask about past events.

I can answer yes/no questions in the simple past.



WARM UP > When you chat with friends or family it is common to use abbreviations or SMS language. Do you know any abbreviations or forms to shorten a word or phrase? If you do, write it with its meaning.

READING AND LISTENING SKILLS > Read the conversation. Which of the following pictures was sent in the chat? Circle the correct one.



VOCABULARY

in action

> Label the next pictures, use the words from the box.



- LOL
- wristband
- wardrobe
- granny
- chin
- OMG

GRAMMAR > Adverbs of time in simple past

Adverbs of time describe when an action occurs. They can indicate specific times, durations, or frequencies.

LANGUAGE TIPS

We use the expression **the day before yesterday** to mean “two days ago”.

	<p>We use a TIME REFERENCE + ago.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • I went to Paris two years ago. • My sister bought her house three months ago. • Families used to have many children some decades ago.
	<p>We use last + a TIME REFERENCE.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • We went to the movies last night. • The team won the tournament last week. • The Smiths remodeled their house last summer.
	<p>We use yesterday, or yesterday + morning / afternoon / evening.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Yesterday, I didn't go to work because I was sick. • Melissa woke up early yesterday morning. • The patient left the hospital yesterday evening.

Complete the exercise with **ago**, **last** or **yesterday**.

- _____ evening John called me.
- _____ Christmas I got a lot of presents.
- The class ended five minutes _____.
- The match was cancelled _____ because it rained.
- They got married eight years _____.
- The principal supervised the event _____ time.

I celebrate my fifteenth birthday last month.

My brother Gabriel was born three years ago.



WRITING > Complete the sentences with your personal information. Then add two more important events in your life.

- I graduated from elementary school _____ years ago.
- I _____ last year.
- Yesterday I _____.
- _____.
- _____.

SPEAKING > Share your information with your classmates.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use the adverbs of time ago, last and yesterday to talk about past events.



WARM UP > Discuss.

How do you and your family celebrate birthdays?
 Have you had or been to a surprise party?
 What is the happiest birthday you remember?



READING AND LISTENING SKILLS > Read the next story. Underline the words you don't understand, look for the meaning and write them on the lines.

Frida's sweet 16

Yesterday it was my 16th birthday, and the day didn't start well. My parents always wake me up with a cupcake with a candle to make a wish, but nobody was home. I found a note in the kitchen telling they had to run some **errands**. After that I went to my brother's room, but he wasn't there either, I called him, but he didn't answer. Next, I checked my phone, but no one sent me a message, not even Liz, my best friend in the whole world. I started feeling sad, that was my worst birthday ever. Before noon, I just had some cereal and watched my favorite TV show, then someone knocked at the door, it was Uncle Carlos, he asked me to take a shower and get ready to go to the movies. I was happy my uncle **showed up**. We arrived to a new mall with a movie theater, but my uncle suggested to eat something before the movie, so we went to my favorite sushi restaurant. I finally felt everything was getting better. When we entered the restaurant all my family and friends were there to yell SURPRISE!!! I really enjoyed my first surprise party.

1. _____
2. _____
3. _____



VOCABULARY *in action* > Read the text and order the places Frida was on her birthday.



[]



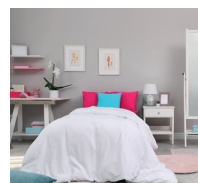
[]



[]



[]



[]



[]

GRAMMAR > Connectors

We can give structure or sequence to a text by using connectors and adverbs of time, they allow us to give order to our story.

CONNECTOR	USE	EXAMPLE
First	We use it at the beginning of a story.	First, Frida woke up.
Then, later, after that, next	These connectors are used to mention the event that follows the previous one.	Frida ate cereal. Then, her uncle arrived.
Finally	It is used at the end of the story to give closure.	Finally, she had a surprise party.

Complete the next sentences with *finally* / *first* / *before* / *then*. Add commas if necessary.

- _____ Frida went to the kitchen then she went to her brother's room.
- _____ Frida felt really happy in her party.
- She checked her phone _____ she watched TV.
- Her uncle arrived _____ they went to the mall.



WRITING > Think about a happy memory or important event in your life. Use connectors and adverbs of time to give order and sequence to your story.

- prom _____
- family trip _____
- birthday party _____
- first date _____
- sport event _____
- concert _____

LANGUAGE TIPS

- When using connectors at the beginning of a sentence, you should generally follow them with a comma to separate them from the rest of the sentence.
- If you place these connectors in the middle of a sentence, commas are not always necessary.



SPEAKING > Share your story with a classmate.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

I can use connectors to give order and structure to a past story.

Yes

No



WARM UP > Discuss.

Which is your favorite sport? Who is your favorite athlete?
Did he/she win an important competition? Which one(s)?

READING AND LISTENING SKILLS > Listen to the biography, fill in the blanks with words from the box.

swimming	women	gold	weightlifting	place	Tournament
committee	August	legend	games	cardiac	



Amazi ng!

Soraya Jimenez

was born in Naucalpan, Mexico on _____ 5th, 1977. She practiced other sports like basketball, _____ and badminton, but she discovered her talent at _____ at the age of 11.

She won third _____ at the Norceca cup in Colorado Springs when she was only 16 years old. Later, in 1996, she won the Simon Bolivar International _____, she lifted 170 kilograms, establishing a new Mexican record.

In 1997 the International Olympic **Committee** approved the participation of _____ in **weightlifting**. Soraya got a place in the Olympic Games of Sydney 2000 but before that she won the Pan American and Caribbean Games in 1998 and the Pan American _____ in 1999.

Soraya Jimenez was the first Mexican woman winning a _____ medal in the Olympic games, but her health declined the following years; she suffered 14 operations in her leg, and she lost a lung. Finally, she died in 2012 because of a _____ arrest at the age of 35, but she became an inspiration for many young women and a Mexican sports _____.



VOCABULARY *in action* > Identify the vocabulary to complete the next exercise.

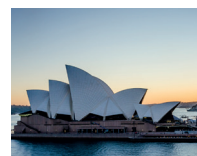












GRAMMAR › Connectors

Connectors are words to join ideas in a text, so it can be easier to read and understand.

CONNECTOR	USE	EXAMPLE
and	We use it to connect 2 or more affirmative sentences.	Soraya practiced badminton + Soraya practiced weightlifting Soraya practiced badminton and weightlifting.
but	It is used to connect 2 contrasting or opposite ideas.	Soraya was a renown athlete + Soraya suffered many health problems Soraya was a renown athlete, but she suffered many health problems.



Complete the sentences using the connectors *and* or *but*.

1. Michael Jordan was a legendary basketball player _____ he is considered one of the greatest of all time.
2. Serena Williams has won numerous Grand Slam titles, _____ she continues to inspire young athletes.
3. Cristiano Ronaldo is famous for his goal-scoring ability, _____ he is also known for his work ethic.
4. Pelé is known for his incredible soccer skills, _____ he played for Brazil in multiple World Cups.
5. Usain Bolt broke several world records in sprinting, _____ he retired from professional athletics.



WRITING › Write about an experience you had on a sports event, contest or competition. Use connectors and adverbs of time.

I went to Mazatlán to participate in a baseball cup. We won 5 games, then we lost against Chihuahua. After that, we won the semi-final, but we lost the final and got the second place...



SPEAKING › Share your story with a classmate.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

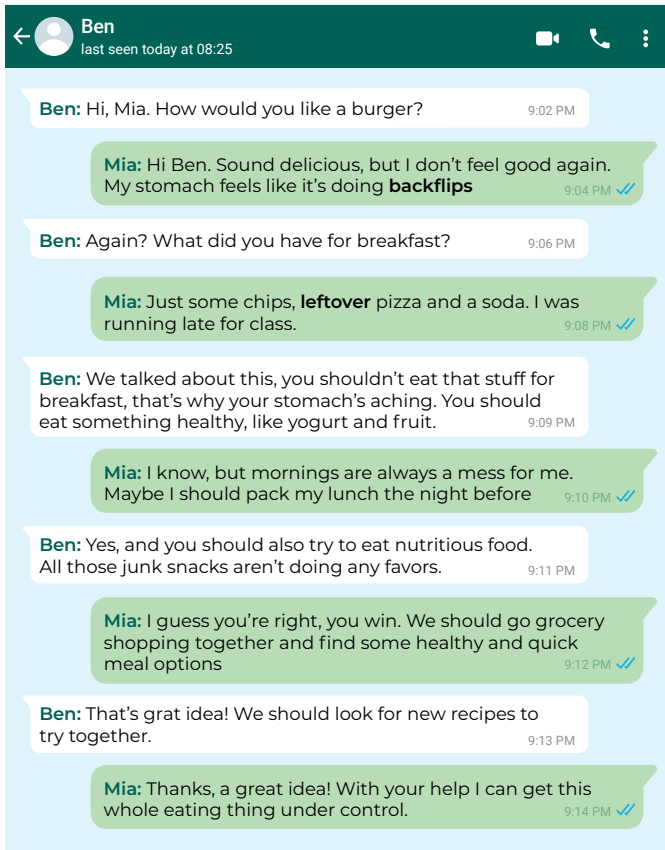
Yes No

I can use the connectors and and but to join ideas in past events.



WARM UP › **Brainstorm.** Make a list on the board of common health problems and what body parts are affected.

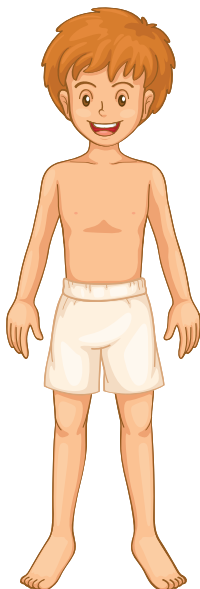
READING AND LISTENING SKILLS › Read the conversation and underline “should” and “shouldn’t”. Then, answer the questions.



1. Why does Mia have stomach problems??

2. How can Mia improve her eating habits??

3. How can Ben help Mia with her eating habits?



arm
hand
leg
foot
neck
eye
mouth

ear
nose
toes
fingers
head
chest
knees

VOCABULARY *in action* › Match the body parts with the words from the box. Then, complete the sentences:

- You have 10 _____
- You have 2 _____ to hear
- You have a _____ to smell.
- You have a _____ to eat.
- You have 2 _____ to walk.
- You have 2 _____ to pick things up.
- Your heart is inside your _____.

GRAMMAR > Should / shouldn't

The modal verb **should** is used to give advice, make recommendations or express opinions about what is right or wrong. We use **shouldn't** to recommend not to do something.

*I **should** rest. She **shouldn't** eat too much sugar.*

SUBJECT	MODAL VERB	VERB IN BASE FORM	COMPLEMENT
I	should	lift	a box.
You			
He			
She	shouldn't	move	the car.
It			
We			
They		drink	more water.

LANGUAGE TIPS

Don't conjugate the modal verb **Should**.

Eg.:

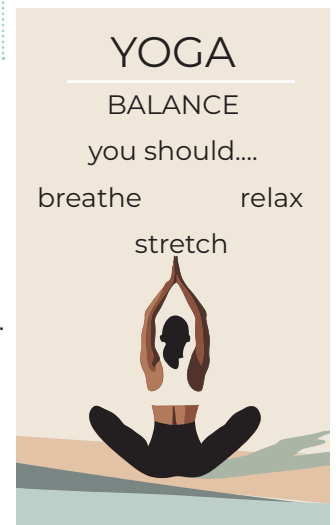
- I should go to the doctor.
- She should sleep better.
- We should relax.

Complete the next sentences with "should" in affirmative or negative.

1. To lift heavy objects, you _____ bend knees first.
2. If you have a headache, you _____ take a pill.
3. To avoid sunburn, you _____ forget sunscreen!
4. You _____ stretch your legs after a long day sitting.
5. You _____ hunch shoulders to have a good posture.

WRITING

> **Work in pairs.** Choose a sport or a physical activity, then design a health recommendation flyer. Use "should" & body parts (neck, legs, arms, heart, etc.) with benefits of exercise (running, yoga, etc.). Create a catchy title & draw someone being active!



SPEAKING

> **Role play.** In pairs, practice a dialogue between a doctor and a patient. The patient describes his/her symptoms to the doctor, and the doctor uses 'should' to give advice or recommendations on how to treat the health problem. Then, switch doctor and patient roles.



SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use should and shouldn't to give some advice

I can use body parts vocabulary



W WARM UP > Game. Get into teams and take turns to choose one of the situations and give advice using “Should” or “Shouldn’t” by forming a sentence. Get a point for each correct sentence.

You left your homework at home.
 You're feeling nervous for a test.
 You wake up late for school.
 It's raining and you forgot your umbrella.
 You find a wallet with money inside.
 You didn't sleep well the night before.
 You're feeling hungry.
 Your phone battery is about to die.

READING AND LISTENING SKILLS > Listen to the conversation and answer the questions.

Jack: You look exhausted, Sally. Rough nights?

Sally: Yes, Mr. Daniels! I always use my phone past midnight. You know; social media, videos, messaging...

Jack: Screens can mess with sleep. So, what should you do? Should you set a timer to put it down an hour before bed?

Sally: Yeah, definitely. I get sucked in so easily!

Jack: Should you try a relaxing bedtime routine? Something like reading, **stretching**...

Sally: Reading sounds nice. I haven't done that in ages.

Jack: Great! You could also explore apps to track sleep and to limit screen time. Or maybe you should talk to someone who also **struggles**, you could support each other.

Sally: That's a good idea! Thanks, Mr. Daniels.

Jack: No problem, Sally. You got this!

- What is Sally's main problem?
 - She can't sleep well at night.
 - She has problems with her friends.
 - She doesn't like going to school.
- What is the main reason Sally stays up late?
 - She is doing homework.
 - She is using her phone.
 - She is reading an interesting book.
- What does Mr. Daniels suggest Sally should do improve her sleep?
 - Take sleeping pills.
 - Establish a relaxing bedtime routine.
 - Eat more healthy foods.
- What should Sally use to track her sleep?
 - An alarm clock.
 - An app.
 - A calculator.

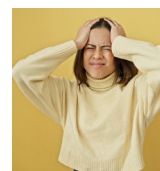
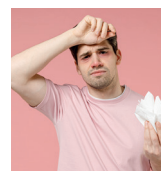
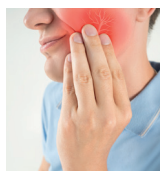


VOCABULARY *in action*

> Match the health problems with the pictures.

Sore throat
 Headache
 Broken arm
 Stomachache
 Cough

Toothache
 Cold (flu)
 Allergy
 Insomnia





LANGUAGE TIPS

Cold and **flu** share some symptoms, the flu tends to be more severe and can lead to serious health complications.

GRAMMAR › Should (interrogative)

We make questions with 'should' to ask for advice, opinion, or probability, often implying obligation or expectation.

MODAL VERB	SUBJECT	VERB IN BASE FORM	COMPLEMENT + ?
Should	I	see	a doctor?
	you		
	he	call	an ambulance?
	she		
	it		
	we	wear	a cast?
they			

Find and underline the mistakes, then correct them.

- Should I to study harder? _____
- We should do more exercise? _____
- Should take they the prescription pills? _____
- Should she calls her mother? _____
- I should get stitches for this wound? _____

WRITING › Write an email to a doctor asking for advice on how to prevent or treat a common health problem. Use questions with "should" to ask for their recommendations.

SPEAKING › Work in groups of 5. Prepare a short presentation on a common health problem (you can use the one from the previous exercise), including information about the causes, symptoms and recommendations of the problem using "should" to give advice.

SELF-ASSESSMENT

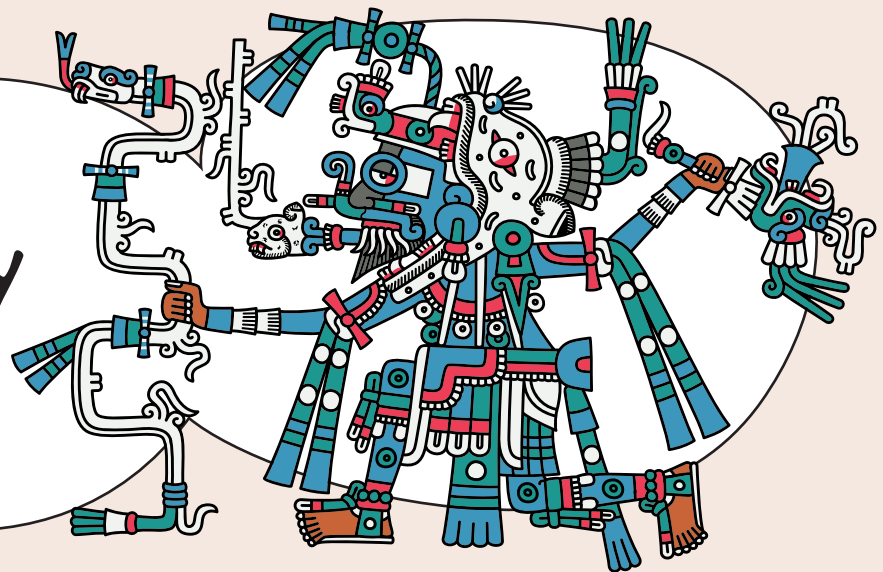
Read the statements and check if they are true for you.

Yes No

I can use "should" to ask for advice

I can use vocabulary about health problems

A history comic



OMG!

Get into teams of 4-5 students.

1



2

Think about a historic event from Mexico. The team decides the plot of the comic and outlines the story.

3

The narrator must use simple past tense, time adverbs and connectors. The dialogues can be in simple present or past tense.



In the final frame, use the modal verb "should" to give advice to the main characters.

4

Present the comic to the class. Exchange comics with other teams for feedback.

5



Draw the comic scenes or use digital tools. Each scene should reflect the written script. Watch out for grammar errors.

EVALUATION CHECKLIST

CRITERIA	Yes	No
Use simple past tense to narrate the story.		
Use time adverbs to give context.		
Use connectors to link ideas and give order to the story.		
Use "should" to give or ask for recommendations.		
Present the story in a creative manner.		
Create a clear and understandable storyline.		
All members of the team participate in the creative process.		
We could improve at:		

MODULE

3



» Diagnostic

I. Complete the sentences using the correct adjective in the comparison 'as... as...'

1. Math is _____ science. (interesting)
2. History is _____ geography. (important)
3. Art class is _____ music class. (creative)
4. English is _____ Spanish. (useful)
5. Physical education is _____ health class. (essential)

II. Complete the sentences with the correct comparative form of the adjective.

1. My house is _____ (big) than her house.
2. This book is _____ (interesting) than that one.
3. Sarah is _____ (tall) than her brother.
4. This exercise is _____ (easy) than the last one.

III. Complete the sentences with the correct superlative form of the adjective.

1. Tom is the _____ (smart) student in the class.
2. This is the _____ (funny) movie I have ever seen.
3. Mount Everest is the _____ (high) mountain in the world.
4. She is the _____ (kind) person I know.

IV. Complete the sentences using "going to" or "will."

1. I _____ (go) to the cinema tomorrow.
2. She _____ (help) you with your homework.
3. We _____ (visit) our grandparents next week.
4. They _____ (not eat) pizza for dinner tonight.

V. Answer the following questions in a complete sentence.

1. What is the most interesting place you have visited?

2. Who is taller, you or your best friend?

3. What are you going to do next Saturday?





WARM UP › Read the list of words. Check the words that describe a place.



- colorful
- brave
- historical
- energetic
- interesting
- outgoing
- picturesque
- affordable
- convenient
- easy to reach

READING AND LISTENING SKILLS › Read and listen to the following conversation. Then circle **true** or **false**.

Professor: End of semester has come. For our school trip, where can we see the Mexican Revolution trace? Any suggestions?

Student 1: There are two options: El Fuerte in Sinaloa or Alamos in Sonora. Both are magical towns.

Professor: Ok class, time to vote unless you want to say something before.

Student 1: I did some **research** and the climate in El Fuerte is hot.

Student 2: Alamos is hot, too.

Professor: I think it's almost the same climate in July. What about the architecture?

Student 1: We can find colonial architecture in El Fuerte.

Student 2: There are **buildings** with colonial **architecture** in Alamos too.

Student 1: Museums have to be very different.

Student 2: According to this magazine, both magical towns have interesting museums.

Professor: Why don't we think about the prices? Which one has good prices?

Student 1: Well... again, both are affordable.

Professor: Which one is closer to us?

Alamos is a magical town.	True	False
El Fuerte is not a magical town.	True	False
Climate is very different in both magical towns.	True	False
The museum in El Fuerte is very expensive.	True	False

VOCABULARY *in action* › Draw a line to match each word to its definition.

- crowded
- colorful
- picturesque
- easy to reach
- affordable
- Bear the cost without serious harm or loss.
- Close enough to be touched or picked up.
- Resembling a picture, vivid or graphic.
- Having much or varied color.
- Full of people.

GRAMMAR > as... as

The structure **as + adjective + as** is often used to say if something has the same amount of that quality as something else. **As... as** expression emphasizes that there is no difference between two nouns (people, objects, places, animals, plants, etc.)

Read the following sentence. Identify its components, then complete the chart.

El Fuerte is as picturesque as Alamos.

NOUN	VERB TO BE (AM, IS, ARE)	AS	ADJECTIVE	AS	NOUN
		as		as	

LANGUAGE TIPS

Nouns are words that give a name to people, places or things. They can also refer to ideas and actions.

- For example a thing (car), a person (Einstein), an animal (dog), a place (CDMX), a quality (softness), an idea (justice), or an action (singing).

WRITING > Read the chart. Then complete the sentences using **as... as** to show the places are similar.

- El Fuerte is as hot as Alamos.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

ATTRIBUTE	EL FUERTE AND ALAMOS
Climate in summer	hot
Museums	interesting
Architecture	colonial
Views	beautiful
Entertainment	family-friendly
Landscape	desertic
Prices	affordable
Transportation	well-connected

Monterrey big city

- 1. Macroplaza: modern city
- 2. Fundidora Park: Interesting places
- 3. Modern Art Museum: Cool attractions

AFFORDABLE PRICES

SPEAKING > Read the advertisement and compare the two cities.

Guadalajara big city

- Rooms for \$800 pesos
- Affordable prices
- Interesting places
- Cool attractions

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can describe places using different adjectives

I can tell the similarities of two places using **as... as**



WARM UP > Recall the most exciting vacations you have had. Share with a classmate.

READING AND LISTENING SKILLS > Read and listen to the following conversation, then answer the questions.

Tom: Hey what are you doing?

Matt: I'm doing some research. My family is planning to go on a trip.

Tom: What do you have in mind?

Matt: A relaxing place.

Tom: Mazatlan is always a great place to relax.

Matt: My family is looking for a quiet, **peaceful** place. We were thinking about Mazamitla.

Tom: Why? Mazatlan has a great night life, is **pet-friendly** and has a lot of activities for young and adults.

Matt: Yes, but Mazamitla is cold and **surrounded** by pine trees.

Tom: In Mazatlan you can find parties everywhere.

Matt: Perhaps you are right. Maybe next time I can consider Mazatlan to party with friends.

Tom: But not now. It is family time.

Where do you think is more likely for the family to decide to go?

- a. Mazatlan.
- b. Mazamitla.

Where would you go? Why?

- a. Mazatlan.
- b. Mazamitla.



VOCABULARY *in action* > Opposites. Match each word to its opposite.

quiet
peaceful
hot
relaxing
affordable

stressful
expensive
loud
cold
disturbing

GRAMMAR > not as ... as

The structure **not as + adjective + as** is used to say something is less than other. **Not as... as** emphasizes that two nouns (people, objects, places, animals, plants, etc.) aren't equal.

Example: Mazamitla is not as hot as Mazatlan.
(This means that Mazamitla is not hot, but Mazatlan is).

LANGUAGE TIPS

Use "not as... as" to emphasize a difference without making an excessive or formal comparison.

Read the following sentence, then answer the question.

Mazatlan is not as quiet as Mazamitla.

What can we conclude from that sentence?

- a. Mazatlan is loud.
- b. Mazamitla is not quiet.
- c. Mazatlan and Mazamitla are silent places.

Using the matching activity information, write sentences comparing Mazatlan and Mazamitla.

Example: Mazatlan is not as cold as Mazamitla.

Complete this graphic organizer. Match adjectives to each place.

Mazatlan is	_____	quiet
	_____	peaceful
	_____	hot
	_____	relaxing
Mazamitla is	_____	affordable
	_____	loud
	_____	disturbing
	_____	cold
	_____	stressful
	_____	expensive

1. _____

2. _____

3. _____

4. _____

5. _____

WRITING > Complete the conversation comparing your hometown with a different place in Mexico.

A: What's the name of your hometown?

B: My hometown is _____

A: Tell me about it.

B: My hometown is not as _____ as _____. It is as _____ as _____.

A: Is your hometown as touristic as Cancun?

B: Yes, it is./ No, it isn't.

A: Ok, good to know.

SPEAKING > In pairs, practice the conversation from the writing section.

SELF-ASSESSMENT

Read the statements and check if they are true for you.	Yes	No
---	-----	----

I can use adjectives to compare places.

I can say two places are different using as not... as.



SOLO TRAVEL

Traveling alone is a unique and enriching experience that offers numerous benefits distinct from group travel. Here are the key aspects that make solo travel fascinating:

- **Freedom of schedule:** Solo travel allows individuals to set their own itinerary and schedule. Travelers can wake up when they want, visit attractions at their preferred pace, and make spontaneous decisions without needing to consult others.
- **Personal growth and independence:** Solo travel pushes individuals out of their comfort zones, fostering personal growth and independence. Navigating unfamiliar places and making decisions independently can build confidence and **resilience**.
- **Deeper cultural immersion:** Traveling alone facilitates deeper cultural immersion. Without companions, travelers may be more open to interacting with locals, trying new cuisines, and engaging in local customs and traditions.
- **Introspection and self-discovery:** Being alone in a new environment allows for introspection and **self-discovery**. Away from daily distractions, travelers may gain new insights about themselves, their interests, and their values.
- **Ease of connecting with others:** Contrary to popular belief, solo travelers often find it easier to connect with others. Shared activities, hostels, and local hangouts provide opportunities to form meaningful connections with fellow travelers and **locals**.
- **Enhanced adaptability and problem-solving skills:** Solo travel involves navigating challenges independently, such as language barriers and unexpected situations. This can enhance adaptability and problem-solving abilities.
- **Disconnecting for reflection:** Solo travel offers a break from constant connectivity. Travelers can choose when and how to engage with technology, allowing for moments of solitude and reflection.
- **Unique and memorable experiences:** Solo travel often leads to unique and memorable experiences that may not occur in group settings. **Serendipitous** discoveries and spontaneous adventures can become cherished stories.

Overall, traveling alone blends adventure, introspection, and freedom, offering immense rewards in terms of self-discovery, cultural exploration, and personal growth. It's an unforgettable journey that encourages individuals to embrace new opportunities and discover the world on their own terms.

Resilience: The ability to be happy, successful, etc. again after something difficult or bad has happened.

Self-discovery: The process of learning about yourself and your beliefs.

Locals: A person who lives in the particular small area that you are talking about.

Serendipitous: Happening or found by chance.





Write 2 more titles that fit the text.

1. _____
2. _____

Read the text and answer the questions.

1. What are some advantages of traveling alone compared to traveling in groups?

2. How does solo travel contribute to personal growth and independence? Provide examples.

3. In what ways does solo travel help to enrich cultural learning?

4. What factors make easier to connect with others when traveling alone?

5. What are some unexpected benefits of traveling alone?

Circle the sentence you agree with.

Traveling alone is better because it brings benefits such as independence, resilience and gives you the opportunity to get out of your comfort zone.

I prefer to travel in a group as it gives me confidence and security to share with the people I know.



"Any place is good to meet people and enrich your trip: a café, a restaurant, the street... anywhere"
 Julio, solo traveler, 25 years.

"Traveling with no company is almost an act of rebellion."
 -Fátima, solo traveler, 28 years.





WARM UP > Pair work. Look at the flags and share information you know of these countries, then write down your ideas.







READING AND LISTENING SKILLS > Read the following conversation and answer the questions.

John: Did you visit Mexico last year?

Sarah: Yes, I did! I went to Mexico City. It was bigger than I thought!

John: Really? I visited New York before, and I think Mexico City is cleaner than New York.

Sarah: I agree! It was also safer than I expected, but I think Cancun felt even safer.

John: Yes, I went to Cancun, too. It was smaller than Mexico City, but I love beaches.

Sarah: That's true! I also visited Rome, and I felt that Mexico City was older and more historical than Rome in some parts.

John: Wow! I always thought Rome was older. How was the food? When I went to Italy, the food was good, but I think Mexican food was better.

Sarah: I agree! The food in Mexico was cheaper and **tastier** than in Italy.

John: And how was the weather? I found the weather in Mexico City warmer than in London when I visited.

Sarah: Yes, it was much warmer. The weather was sunnier and nicer than in most **European** cities I've been to.



1. Which city did Sarah visit in Mexico?
2. Which city does Sarah describe as safer: Cancun or Mexico City?
3. According to Sarah, which city seems older and more historical?
4. What do John and Sarah think about the food in Mexico?
5. How do John and Sarah describe the weather in Mexico City?

VOCABULARY *in action* > Identify the short adjectives on the list, put a check (✓) next to them. Then, add four more short adjectives.

- | | |
|-----------------------------------|---------------------------------|
| <input type="radio"/> big | <input type="radio"/> short |
| <input type="radio"/> intelligent | <input type="radio"/> tall |
| <input type="radio"/> safe | <input type="radio"/> expensive |
| <input type="radio"/> small | <input type="radio"/> friendly |
| <input type="radio"/> beautiful | <input type="radio"/> cheap |

Add 4 short adjectives.

1. _____
2. _____
3. _____
4. _____

GRAMMAR › Comparatives (short adjectives)

Use short adjectives to compare only two nouns, people, objects or places. You must know the rules and apply them.

- When an adjective ends in a consonant vowel consonant, double the last letter. Example: **big** = bigger.
- When an adjective ends in consonant (-y) change by i and add **er**.
- Irregular adjectives are those that do not follow the regular rules of adding “-er” or “-more” to form the comparative.

ADJECTIVE	SHORT ADJ. + (-ER)	KEYWORD
Big	Bigger	Than
Happy	Happier	

Practice the rules:

1. Tokyo is _____ (big) than Madrid.
2. The beaches in Bali are _____ (clean) than the beaches in Miami.
3. Paris is _____ (old) than New York.
4. Sydney is _____ (hot) than London in the summer.
5. The streets of Amsterdam are _____ (narrow) than the streets of Los Angeles.
6. Rio de Janeiro is _____ (nice) than many other cities in Brazil.

WRITING › Research two cities you would like to visit and write a short paragraph describing them. Make sure to use short adjectives rules.

LANGUAGE TIPS

Common irregular adjectives:

- good/well = (better)
- bad = (worse)
- far = (farther)
- little = (less)
- much = (more)



SPEAKING › Take turns to read your comparisons to the class.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can identify short adjectives.

I can compare two different cities using short adjectives.



WARM UP › Brainstorm. Do you know something about Italy? Can you describe this country?

READING AND LISTENING SKILLS › Read and listen the following information about cities in Italy, then answer **true** or **false**.



Rome is the capital of Italy and is more famous for its ancient history than any other city in the country. Tourists come from all over the world to see the Colosseum, the Vatican, and the Roman Forum. Rome is also more crowded than many other Italian cities.

Venice is more romantic than other cities because of its canals and beautiful bridges. People visit Venice to take boat rides and admire the unique architecture. It is more peaceful in the evenings when fewer tourists are around.

Florence is known for its art and culture. The city is more artistic than others, as it was the heart of the Renaissance. Florence has more famous museums, like the Uffizi Gallery, where visitors can see **masterpieces** by Michelangelo and Leonardo da Vinci.

Milan is more modern than other Italian cities, especially in terms of fashion and business. It is the center of Italy's fashion industry and is more popular among people who love shopping. Milan also has more skyscrapers compared to cities like Florence or Venice.

Naples is more traditional than other cities in Italy. It is famous for its local cuisine, especially pizza, which is more delicious here than anywhere else. Naples is also more energetic, with lively streets and markets.

- Rome is more famous than other Italian cities. []
- Venice is more peaceful in the evenings when there are fewer tourists. []
- Florence is considered more artistic because it was the center of the Roman Empire. []
- Milan is more popular for fashion and has more skyscrapers than Florence. []
- Naples is famous for its pizza, which is considered more delicious than in other cities. []

VOCABULARY *in action* › Read and practice the next list of long adjectives, then write the name of an international city that is best described by the adjective.



- | | | | |
|-------------|-------|---------------|-------|
| Interesting | _____ | Modern | _____ |
| Expensive | _____ | Historic | _____ |
| Crowded | _____ | Multicultural | _____ |
| Dangerous | _____ | Old fashion | _____ |
| Traditional | _____ | Entertaining | _____ |
| Beautiful | _____ | | |

GRAMMAR › Comparatives (long adjectives)

Long adjectives are those with more than two syllables. To compare with long adjectives it is necessary to write **“more”** before the adjective without modifying it.

ADJECTIVE	MORE + LONG ADJ.	KEYWORD
Beautiful	more beautiful	than
Expensive	more expensive	

Complete the sentences with the correct form of the adjective.

1. Tokyo is _____ (expensive) than other cities in Japan, with its high cost of living and luxury goods.
2. Venice is _____ (popular) than Florence because of its canals and romantic atmosphere.
3. The beaches in Miami are _____ (crowded) than those in the quieter coastal towns.
4. Bali is _____ (beautiful) than many other tourist destinations in Asia, especially with its stunning beaches and landscapes.

WRITING › Write five sentences using long adjectives comparing your city with another places or cities.

1. _____
2. _____
3. _____
4. _____
5. _____

LANGUAGE TIPS

For long adjectives that have a negative meaning or indicate a lower quality, “less” is used. Example: Culiacan is less populated than Puebla.

SPEAKING › Read the next touristic overviews of two famous cities in America, then compare both cities with a classmate. Take turns to speak.

Rio de Janeiro is located in southeastern Brazil along the Atlantic Ocean. It is the second-largest city in Brazil, after São Paulo, and is known for its stunning landscapes and vibrant culture. The city is famous for its dramatic natural scenery, characterized by lush mountains, beautiful beaches, and the iconic Sugarloaf Mountain. The Tijuca National Park, one of the largest urban rainforests in the world, is also located here, offering a range of outdoor activities.

Toronto is Canada’s largest city and a vibrant cultural hub known for its diversity, modern skyline, and rich history. Located on the north shore of Lake Ontario, Toronto is a bustling metropolis offering a blend of urban experiences, cultural attractions, and outdoor activities.

**SELF-ASSESSMENT**

Read the statements and check if they are true for you.

Yes No

I can identify long adjectives.

I can compare two different cities using long adjectives.



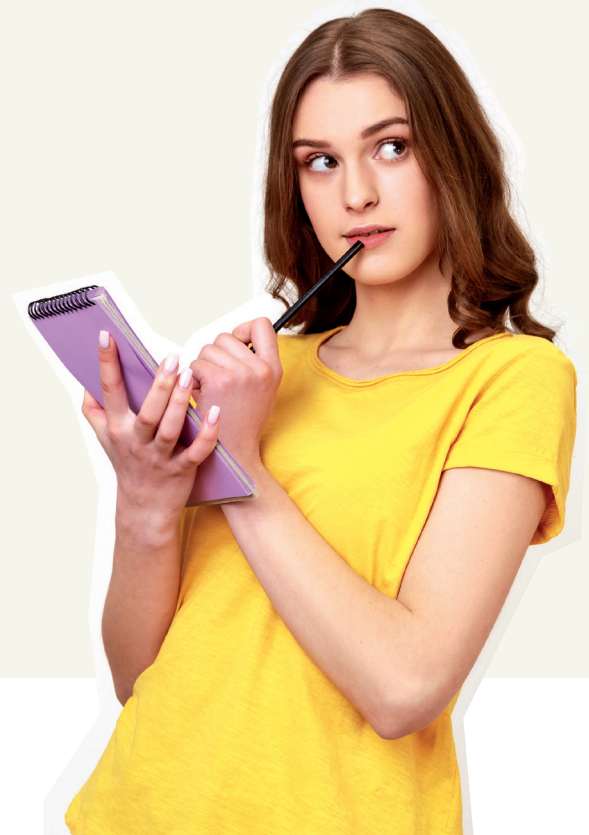
Spelling BEE

Class contest

A **spelling bee** is a competition in which contestants are asked to spell a broad selection of words with a varying degree of difficulty. To compete, contestants must memorize the spellings

RULES:

- Divide the class in team A and B. Each team chooses 5 participants to compete.
- Those who spell correctly go to the next round.
- Everyone must remain silent and still during the spelling.
 - Participants will have a list of words previously selected.
 - The word to be spelled will be pronounced at first by the teacher.
- Before spelling, the student may request one of the following options: **Can you repeat the word? What's the meaning of the word?**
- The student must pronounce the assigned word, spell it, and pronounce it again at the end (open and close). **Eg. cat, c-a-t, cat.**
- Pauses longer than 5 seconds are not allowed.



1. air conditioner
2. alarm clock
3. animated
4. astronomer
5. bathroom
6. birthday
7. British
8. car racing
9. cathedral
10. Denmark
11. breakfast
12. Egyptian
13. eighteen
14. fitness coach
15. grandmother
16. healthy
17. high school
18. historical
19. jacket
20. January
21. laundry room
22. lighthouse
23. main character
24. midnight
25. one hundred
26. pajamas
27. science fiction
28. shopping center
29. skateboarding
30. skiing
31. slippers
32. software engineer
33. sunglasses
34. supermarket
35. thriller
36. t-shirt
37. information
38. homework
39. magician
40. carpenter
41. memorize
42. attention
43. banana
44. juice
45. potatoes
46. bowl
47. package
48. spoon
49. jar
50. protein
51. vegetables
52. Russian





WARM UP > Discuss. Do you know Choix or Escuinapa?

Would you like to spend your vacations there?

READING AND LISTENING SKILLS

> Listen to the following podcast, then choose true or false.



1. Choix is in the southern region of Sinaloa.	True	False
2. The hot springs in Choix are called "Aguacaliente de Baca and Juibaca."	True	False
3. Choix is known for its agriculture, specially the production of papaya, pitaya, etc.	True	False
4. The greatest festival in Escuinapa takes place on December 12th.	True	False
5. Teacapán, located in Escuinapa, is famous for its crowded beaches.	True	False

Host: Welcome to "Sinaloa Travelers," the podcast where we explore the best destinations in Sinaloa. I'm your host, Rubi Félix, and today we have an expert on regional places, Mr. Ulises Pérez, here to talk about two amazing towns: Choix and Escuinapa. Thanks for joining us, Mr. Pérez!

Expert: Thank you! It's a pleasure to be here.

Host: Let's start. What makes Choix special?

Expert: Choix is one of the largest towns in northern Sinaloa, located in the Sierra Madre Occidental. It's known for its agriculture, especially papaya, pitaya, melons, cotton, sugar cane, and tropical fruits. It also has beautiful nature, with rivers, waterfalls, and parks.

Host: That sounds amazing! Are there hot springs in Choix?

Expert: Yes, there are! The Aguacaliente de Baca and Juibaca hot springs are very popular. They have therapeutic properties and are a must-visit destination

Host: I definitely need to go! What about Escuinapa?

Expert: Escuinapa is a peaceful, cultural place. It has the Capilla del Gallo, which is an important symbol of the town. The biggest celebration is on December 12th when people pilgrimage to the chapel to honor the Virgin of Guadalupe.

Host: It sounds very cultural. And Escuinapa also has a lot of beaches, right?

Expert: Yes, Escuinapa's coast is great for eco-adventures. Teacapán beaches are perfect for a quiet getaway. You can see birds, bike, watch dolphins, explore the mangroves, and go fishing.

Host: Mr. Pérez, you've convinced me! I need to visit both the north and south of Sinaloa

Expert: Definitely! Sinaloa has many beautiful places to explore. I invite you to visit our wonderful state.

Host: Thanks for the great tips, Mr. Pérez! This was "Sinaloa Travelers." Don't forget to tune in for more travel advice!

VOCABULARY *in action* > Label the pictures with words from the box.

dam sport fishing	wetland and mangrove hot spring	chapel waterfall
		
		

LANGUAGE TIPS

There are some irregular superlatives:

- Good → Better → Best
- Bad → Worse → Worst
- Little → Less → Least
- Much/Many → More → Most
- Far → Farther → Farthest

GRAMMAR > Superlative (est)

Superlatives are used to show the highest degree of a quality. We add the suffix **“-est”** at the end of an adjective to show that it is being compared to two or more things, people, places, etc.

- *Choix is the **hottest** town in Sinaloa in the summer.*
- *Escuinapa is the **nearest** town in Sinaloa to the state of Nayarit.*

1. ADD -EST

Add -est to one-syllable adjectives

clean → the clean**est**

2. ADD -IEST

Change the “y” to “i” and add -est when the adjective ends in “y”

funny → the funn**iest**

3. DOUBLE CONSONANT + -EST

Double the last consonant and add -est to one-syllable adjectives ending in **consonant + vowel + consonant**

hot → the hot**test**

Write the correct superlative for each adjective.

ADJECTIVE	SUPERLATIVE
Cold	
Happy	
Big	
Bad	
Quiet	
Pretty	
Large	
Good	

SPEAKING > With the superlatives from the writing section, describe that place to a classmate.

WRITING > Choose a place of Sinaloa and write superlatives that best describe it.

Place: _____

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use the superlative ending with -est to describe a place.



WARM UP > Brainstorm. Do you know the magical towns (Pueblos Mágicos)?

Make a list of magical towns in Sinaloa.

READING AND LISTENING SKILLS > Read the text and answer the questions. Write a title for the text.

Magical towns are the best places for travelers who want a real Mexican experience, where history, nature, and culture mix.

One of the most picturesque towns is El Fuerte. It is the most historic of Sinaloa's Magical Towns. This town is famous for its colonial architecture, the most charming you'll find in the area, and its interesting history as an old Spanish fort. The river in El Fuerte is very quiet, offering the best opportunities for **ecotourism** and adventure.

Another special town is Cosalá, the most colorful of Sinaloa's Magical Towns. Cosalá has vibrant cobbled streets, the most **photogenic**, with brightly painted houses that look beautiful with the lush greenery. The town also has the most intriguing legends and myths, making it a place where history comes alive.

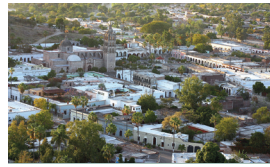
Mocorito is known as the cultural capital of Sinaloa. It is the most artistic of the magical towns. It has the most beautiful murals and is famous for its traditional music and festivals, making it the best place for those who want to experience Sinaloa's culture.

These Magical Towns of Sinaloa are the most **captivating** destinations, each offering the best of Mexican tradition and natural beauty.

- Which town is described as the most picturesque?
 - Cosalá
 - El Fuerte
 - Mocorito
- Which river offers the best opportunities for ecotourism and adventure? The river in...
 - Cosalá
 - El Fuerte
 - Mocorito
- Which town is called the most colorful?
 - El Fuerte
 - Cosalá
 - Mocorito
- Which town is known as the most artistic?
 - Cosalá
 - El Fuerte
 - Mocorito
- Which town is considered the best for experiencing Sinaloa's culture?
 - El Fuerte
 - Mocorito
 - Cosalá

VOCABULARY *in action* > Label the pictures with words from the box.

murals • architecture • ecotourism • festivals • cobbled streets • lush greenery



LANGUAGE TIPS

- The opposite of “the most” is “the least,” which indicates the lowest degree of a quality.
- *San Ignacio is the least crowded municipality of Sinaloa.*

GRAMMAR > Superlative (the most)

The expression “the most” is used to compare one thing against all others in a category, it is also written before an adjective to indicate the highest degree of a quality.

- *Banda music is **the most** popular in Sinaloa.*

“The most” can also be used in negative sentences adding “not” before.

AFFIRMATIVE

Mazatlán has the most important harbor in the state.

NEGATIVE

Badiraguato is not the most industrialized place.

Fill in the blanks with the correct superlative form using the adjectives in parenthesis.

1. Cosalá has _____ streets in all the magical towns. (colorful)
2. Mocorito is the town with _____ murals in Sinaloa. (expressive)
3. Concordia is _____ town; Cosalá is more vibrant. (luminous)
4. Badiraguato has _____ mountain views in Sinaloa. (breathtaking)
5. El Fuerte offers _____ opportunities for ecotourism. (exciting)
6. El Rosario is _____ town; Cosalá is more picturesque. (photogenic)
7. Cosalá does not have _____ sites; El Fuerte does. (colonial)
8. Sinaloa de Leyva is _____ town with its rich farmlands. (agricultural)
9. Concordia is _____ town; El Fuerte holds that title. (historic)
10. El Rosario does not have _____ murals; Mocorito does. (artistic)

WRITING > Describe your hometown with the qualities that stand out compared to another places in Sinaloa using superlatives.

SPEAKING > Share with your class the description of your hometown.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use the superlative “the most” to describe magical towns.



BEFORE YOU READ

Which vacation places are the most popular? Which is the most attractive city in the world for you? Why?

WORLD'S Most famous Destinations

READING SKILLS

10 top travel destinations around the world that are popular for their cultural, historical, and natural attractions:

- 1. Paris, France** - Known as the City of Lights, famous for the Eiffel Tower, Louvre Museum, and charming streets. Also renowned for its cuisine (croissants, macarons), sidewalk cafes, fashion boutiques, and art galleries.
- 2. Rome, Italy** - Home to ancient ruins like the Colosseum and Vatican City with St. Peter's Basilica. Known around the world for its cuisine (pizzas and gelato).
- 3. Kyoto, Japan** - Renowned for its traditional tea houses, kaiseki cuisine (multi-course meals), serene Zen gardens, and ancient temples. With special highlights like Kinkaku-ji (Golden Pavilion), Fushimi Inari Shrine (with thousands of torii gates), Arashiyama Bamboo Grove, Gion District (geisha culture).
- 4. Cape Town, South Africa** - Offers stunning landscapes, Table Mountain, and vibrant waterfront areas. Diverse wildlife (safari opportunities), and vibrant cultural diversity.
- 5. Rio de Janeiro, Brazil** - Famous for its Carnival festival (world's largest), Copacabana Beach, and Christ the Redeemer statue, Samba music and dance, street art (especially in Lapa neighborhood).
- 6. Barcelona, Spain** - Known for its unique architecture by Antoni Gaudí (Sagrada Família his unfinished masterpiece) and vibrant food scene.
- 7. New York City, USA** - Iconic landmarks like Times Square, Statue of Liberty, and Central Park, diverse neighborhoods (Chinatown, Little Italy, Harlem), iconic skyline.
- 8. Machu Picchu, Peru** - Sacred site of the Inca civilization, surrounded by lush cloud forests, offering a glimpse into ancient Peruvian culture, offering breathtaking views.
- 9. Santorini, Greece** - Famous for its white-washed buildings with blue domes, breathtaking sunsets, volcanic beaches, Aegean Sea views, traditional Greek cuisine (like fresh seafood and fava beans), local wines (Assyrtiko).
- 10. Sydney, Australia** - Features the Sydney Opera House, Sydney Harbor Bridge, and beautiful coastal scenery.

These destinations offer a mix of cultural experiences, natural beauty, and iconic landmarks that attract travelers from around the globe.



WRITING SKILLS

Write about which place is the best option for you to spend a vacation, and why.

SPEAKING SKILLS

- Work in small groups. Discuss with your classmates which is the best place to visit. Talk about the similarities and differences between each destination.
- Walk around the classroom to interview your classmates about the most popular places and activities to do on vacation.



CLASSMATE:			
What's your favorite holiday destination?			
What activities can you do there?			
What highlights can you visit?			
What food can you eat there?			



WARM UP > Brainstorm. Imagine your next vacation. Do you prefer the beach or the mountains? What activities do you like to do in your vacations?

READING AND LISTENING SKILLS > Read and listen to the following conversation about a friend's vacation plans, then choose true or false.



Selene: Hey guys, have you heard about the plan to take a trip to the Sierra of Chihuahua? I'm so excited! We're going to take the Chepe train.

Jorge: Yes! I've been looking into it. It's going to be an amazing experience. We're going to see some beautiful **landscapes**. Have you guys decided what you're going to bring?

Maritza: I'm going to bring my camera for sure. I don't want to miss capturing all those views. I'm also going to pack some warm clothes because I heard it gets cold up there.

Noe: That's a good idea. I'm going to bring my hiking boots because I want to explore the trails when we stop. Are we going to stay **overnight** at one of the stations?

Selene: Yes, we're going to spend two nights in Creel. I've already booked the hotel. We're going to have time to explore the town and maybe visit some caves nearby.

Jorge: That sounds perfect. I'm going to check what other activities we can do in the area. I heard there are some waterfalls close by, so we should visit those too.

Maritza: This trip is going to be **unforgettable!** I can't wait to see the Copper Canyon. It's going to be the highlight for me.

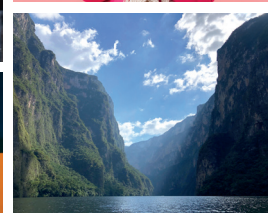
Noe: Same here! I'm going to pack some snacks for the train ride, too. We're going to need something to munch on while enjoying the views.

Selene: Good thinking, Noe. This trip is going to be awesome. Let's just make sure we're all ready for the early train, we don't want to miss it!

- | | | |
|---|-------------|--------------|
| 1. Jorge is going to bring his hiking boots. | True | False |
| 2. Noe is planning to pack some snacks for the train ride. | True | False |
| 3. They are going to spend two nights in Creel. | True | False |
| 4. Maritza is going to take photos with her phone. | True | False |
| 5. They are going to visit waterfalls near the Copper Canyon. | True | False |

VOCABULARY *in action* > Draw a line to match each word to its definition and image.

- | | |
|--------------|--|
| Trip | are used for protection against the particularly cold weather of winter. |
| Train | an act of going to a place and returning; a journey or excursion, especially for pleasure. |
| Warm clothes | a deep gorge, typically one with a river flowing through it. |
| Cave | a series of railroad cars moved as a unit by a locomotive or by integral motors. |
| Canyon | a large underground chamber, typically of natural origin, in a hillside or cliff. |



GRAMMAR > Going to (affirmative)

Going to is used to talk about plans and intentions, or to make predictions based on current evidence.

Examples

I **am going to watch** TV in the afternoon.

She **is going to go** camping next weekend.

My friends and I **are going to eat** sushi next Saturday.

We **are going to celebrate** graduation tonight.

subject + am/is/are + going to + infinitive				
Singular	I	am (I'm)	going to	go
	you	are (you're)		do
	he she it	is (he's / she's / it's)		see play fight
	Plural	you		are
we		(you're / we're / they're)		read
they				go

LANGUAGE TIPS

- “Going to” is also used when there is a clear reason to think something is going to happen.
- Example: “Look at those clouds! It is going to rain.”



Read the following sentences. Identify its components, then complete the chart.

SENTENCES	SUBJECT	VERB TO BE (AM, IS, ARE)	GOING TO	BASE FORM OF THE VERB	COMPLEMENT
Selene is going to plan a new trip.					
Maritza is going to bring her camera.					
They are going to wear warm clothes.					

WRITING > In pairs. Think about your plans for the weekend, then write them down.

My plans _____ 's plans

SPEAKING

> In plenary, share your and your classmate's plans for the weekend.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can talk about plans using going to in affirmative form.



WARM UP > Discuss.

Look! These are the study areas of Bachillerato UAS. What area do you like the most? What area do you don't have the intention of studying?



Natural sciences



Social sciences



Mathematics

READING AND LISTENING SKILLS > Read and listen to the following conversation and answer the questions.

Catalina: So, guys, what do you think about which areas you're not going to study in high school?

Raul: I'm not sure, but I'm not going to focus on Social Sciences. History and geography just don't interest me at all. I prefer to spend time on something else. What about you, Angel?

Angel: I'm not going to study Biology or **Chemistry**. I don't like working in labs, and all the **memorization** drives me crazy. It's not for me.

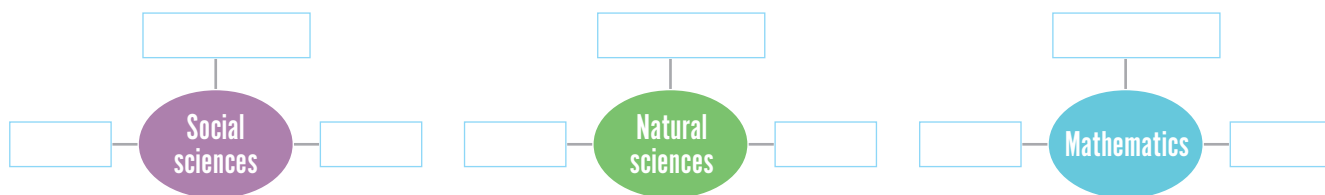
Catalina: I feel the same. I'm not going to take advanced Math classes. Numbers confuse me, and it's too **stressful**. I'd rather focus on more creative subjects.

Raúl: I'm not going to touch Math either. I just don't see myself enjoying it.

1. Why is Raul not going to study Social Sciences?
 - a) He doesn't find them interesting.
 - b) He prefers Chemistry.
 - c) He struggles with numbers.
2. Why is Angel not going to study Biology or Chemistry?
 - a) He loves working with numbers.
 - b) He's more interested in history.
 - c) He dislikes memorization and labs.
3. Which subject is Catalina not going to study?
 - a) Social Sciences
 - b) Advanced Math
 - c) Biology

VOCABULARY *in action* > Choose the correct profession from the box and put it to the correct area on the mental map.

doctor • astronomer • engineering • cosmologist • lawyer • chemist • professor
 communicologist • pharmacologist



GRAMMAR > not going to (negative)

Not going to is used to talk about things that will not be done in the future for plans and intentions. It is the negative form of “going to”.

SUBJECT	BE	NOT GOING TO	BASE FORM OF THE VERB	COMPLEMENT
I	am	not going to	have	time to do my homework.
You	are	not going to	connect	the zoom meeting.
he she it	is	not going to	come	this weekend.
we you they	are	not going to	ask	for the social area.

LANGUAGE TIPS

It is common to use contractions to make the negation more natural. Example:

- *We aren't going to travel this summer.*
- *She isn't going to study History.*

Unscramble the sentences. In the second line write the same sentence using contractions when possible.

- study / I / not / going / Social Sciences / am / to

- going / in a laboratory / not / are / to / work / They

- going / She / do / Computer lab / to / not / is / her / homework

SPEAKING

> Share and compare your sentences from the writing section with the class, from the writing section.

WRITING > Look at the academic plans of Ben and Kim and write about them.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use not going to to talk about plans that will not be done in the future.



WARM UP > **Discuss.** What degree/career are you going to study at college or university?

READING AND LISTENING SKILLS > Read and listen to the conversation, then answer the questions.

Educational counselor: Hi, Abril! I understand you're thinking about choosing a degree in the Social Sciences area. How can I help you today?

Abril: Hi, yes! I'm not sure what specific career I'm going to choose yet, but I know I want something related to Social Sciences. What careers are going to be good options in that area?

Educational counselor: There are plenty of options! You could consider degrees like Sociology, Political Science, Communication, or even International Relations. What aspects of Social Sciences interest you the most?

Abril: I really enjoy understanding how societies work and how people communicate. Is Communication going to give me opportunities to work in different fields?

Educational counselor: Absolutely! With a degree in Communication, you're going to have options in media, marketing, public relations, and even government or corporate communication. It's a very versatile field.

Abril: That sounds great! And if I choose Sociology, what kind of jobs am I going to be able to get?

Educational counselor: Sociology graduates can work in research, public policy, education, or even in non-profit organizations. You're going to learn how to analyze social issues and provide solutions, which can be very rewarding.

Abril: That sounds interesting too. Where am I going to have more job opportunities, in Sociology or Communication?

Educational counselor: It really depends on your interests and where you want to work, but Communication tends to have more diverse job opportunities across different industries. However, both fields offer valuable skills that are in demand.

Abril: Thank you, that's really helpful! I think I'm going to explore Communication a bit more.

Educational counselor: Great choice! Let me know if you need more information or guidance.

1. What is Abril's study interests?
2. What fields is she going to be able to work in with a degree in Communication?
3. What fields is she going to be able to work in with a degree in Sociology?

VOCABULARY

in action

> Match each field of social science with its meaning.

1. International Relations
2. History
3. Psychology
4. Social Work
5. Political Science
6. Geography
7. Economics
8. Anthropology
9. Education
10. Sociology

Study of society, social behavior, and social institutions.

Study of production, consumption, and distribution of goods and services.

Study of past events and their impact on the present.

Study of the mind and behavior.

Study of the Earth's landscapes, environments, and how humans interact with them.

Helping individuals, families, and communities improve their well-being.

Study of humans, past and present.

Study of government, politics, and public policies.

Study of relationships between countries.

Teaching and learning processes.

GRAMMAR > Future – going to (interrogative)

The interrogative form of “going to” is used to ask about future plans or intentions. The basic structure in interrogative is:

am	I	going to	read	?
are	You		speak	
is	he she it		eat cook tell	
are	we you they		sleep ski	

LANGUAGE TIPS

You can use question words like “What,” “When,” “Where,” “Why,” “How” before the inverted structure. Example:

- *What are you going to do tomorrow?*



Complete the questions with the correct interrogative form of going to.

- _____ you _____ (study) Social Sciences?
- Where _____ she _____ (travel) tomorrow?
- _____ they _____ (attend) the meeting?

WRITING > Write questions you want to ask a classmate about his/her career choice at the university.

Basic structure
Are you going to study Engineering?

- _____
- _____
- _____
- _____

Wh- questions
Who is going to study Medicine with you?

- _____
- _____
- _____
- _____



SELF-ASSESSMENT

Read the statements and check if they are true for you.

I can ask for plans using *going to*.

Yes

No



WARM UP > Complete the conversation

A: It's hot today! Do you think it will get worse?

B: Yes, they said the heat _____ (continue) for the next few days.

A: Wow, so it will be even hotter tomorrow?

B: Yeah, the temperature _____ (reach) 40°C by the afternoon.

READING AND LISTENING SKILLS > Read the following email and answer the questions using T for true or F for false

New message



To @school community

Subject School closure due to **heatwave**

Dear parents and students. I hope this message finds you well. Due to the ongoing heatwave, we will be canceling classes for the next two days, Thursday and Friday, August 24-25. The temperatures will continue to rise, reaching **dangerously** high levels, and we will prioritize the safety and **well-being** of our students and staff.

We will resume classes on Monday, August 28th, provided that the weather conditions improve. During this time, please ensure that your children stay **hydrated** and avoid unnecessary outdoor activities.

Thank you for your understanding and cooperation. We will keep you informed of any further updates.

Best regards,
Mr. Florez Arco / School Director

1. Mr. Florez is a student. []
2. Classes will be canceled due to heat wave. []
3. Classes will resume on August 26th regardless of the weather []

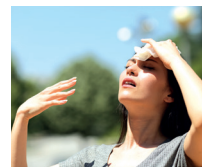
SEND



VOCABULARY

in action

> Match the images with their meaning.



feeling overheated • heatwave • flood • hurricane • drought • forecast

GRAMMAR > Will (affirmative)

“Will” is used to talk about actions or events that will occur in the future.

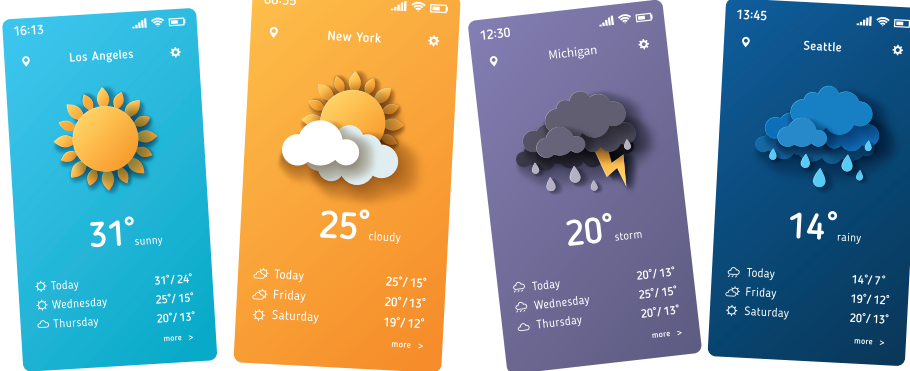
Structure: Subject + “will” + verb in base form (infinitive without “to”)

The temperature _____ (reach) 45°C by the morning.

Instructions: Complete the sentences using “will” in the affirmative form.

Example: *Tomorrow, It will be (be) sunny all day.*

- Next week, the temperature _____ (rise) by 5 degrees.
- According to the forecast, it _____ (snow) in the mountains tonight.
- This afternoon, it _____ (rain) for a few hours.
- They say it _____ (be) foggy in the morning but _____ (clear) by noon.
- On Monday, it _____ (be) extremely hot in the desert.



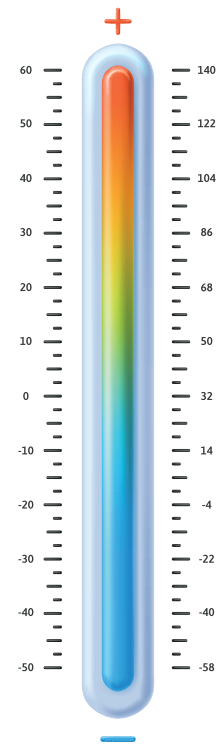
WRITING > Check the weather forecast and write five sentences using ‘will’ to talk about the weather conditions in Culiacan for the next days. Use words like sunny, rainy, cloudy, windy, stormy, etc., in your sentences.

Example: Tomorrow the temperature will reach 34°C .

- _____
- _____
- _____
- _____
- _____

LANGUAGE TIPS

We use “will” when we make decisions in the moment we are speaking, while “be going to” is for decisions planned in advance.



SPEAKING

> Check the weather conditions in your hometown for the next days and talk about it with a partner.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use vocabulary about weather.

I can use will to talk about weather conditions in the future.



W WARM UP > **Brainstorm.** Answer the next questions: What's the weather like in your city? How it will be tomorrow?

READING AND LISTENING SKILLS

> Read the following news from the newspaper and answer the questions:

Hurricane alert: Storm approaching the West Coast

Residents along the West Coast are being warned to prepare for Hurricane Luna, which is expected to make landfall within the next 48 hours. According to **meteorologists**, the storm won't weaken as it approaches land and will not change its current **trajectory**. The National Weather Service has stated that conditions will not improve in the coming days, and the hurricane will not slow down, bringing heavy rainfall, strong winds, and potential flooding to the region. Authorities are urging residents to evacuate **low-lying** areas, as emergency services won't be able to reach some locations during the peak of the storm.

Stay tuned for further updates as the situation develops.

1. Will light rains arrive during the Hurricane?
2. Will weather conditions improve soon?
3. Will the authorities have a immediately response for all the residents?



VOCABULARY *in action* > Write on the line the name of the weather condition that corresponds to the image.

Rainy • Stormy • Windy • Sunny • Cloudy • Partly cloudy













GRAMMAR > Will not (Won't)

When to use "Will not":

1. **To talk about something that won't happen in the future:**
 - The bus **will not arrive** at 8 PM.
2. **To refuse or decline something in the future:**
 - He **will not help** with the chores.
3. **To make a prediction about what won't happen:**
 - It **won't rain** tomorrow.

Structure:

- Subject + "will not" (or "won't") + base form of the verb

LANGUAGE TIPS

"Will not" is the full form, while "won't" is the contracted form. Both mean the same thing and are used interchangeably.

Look at the following pictures, write sentences about future weather conditions.



WRITING > Imagine that you are the

weather host on the local news, write a paragraph about tomorrow's weather in your state. Use will and will not (won't).

SPEAKING > Share your paragraph to the class and compare your weather predictions.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use Will (Won't) to talk about weather conditions.

I can identify weather vocabulary (sunny, cloudy, etc.)



WARM UP > Discuss.

What kind of weather does Sinaloa have?
What is your favorite season of the year?



READING AND LISTENING SKILLS > Read the next information and answer the questions.

TROPICAL CYCLONE SEASON / KNOW THE 5 ALERT LEVELS

Minimal Danger	"The presence of a tropical cyclone heading towards our shores has been detected."		
Low Danger	Trim trees that obstruct power lines and those that may pose a danger.	Cover windows with boards and secure objects that may be blown by the wind.	Clean rooftops, drains, channels, and gutters. Avoid throwing garbage.
Moderate Danger	Identify the nearest temporary shelter and the quickest route to get there.	Stock up on food, drinking water and keep emergency supplies on hand.	Store your important documents in a plastic bag, in the cloud, or on a USB drive.
High Danger	Evacuate risk areas and go to the temporary shelter if your home is not safe.	If you live near a river or lagoon, monitor the water level.	Close doors and windows and turn off electricity.
Maximum Danger	Stay away from windows to avoid injury if they break.	Stay in your home or temporary shelter until authorities inform you that the danger has passed.	Stay calm and stay informed.

During the cyclone:

1. Will we have enough time to prepare for the cyclone in the maximum danger level?

2. Will schools be closed in the minimal danger level?

3. Will there be emergency shelters available for those who need them in the moderate danger level?

4. Will we need to stock up on food in the low danger level?

VOCABULARY

in action > Look at the pictures of the different seasons of the year and write related words for each of them.



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GRAMMAR › Will (interrogative)

When we use “Will” in questions:

1. To ask about the future:
 - Will it rain tomorrow?
2. To inquire about someone’s intentions or plans:
 - Will you help me with this?.
3. To make predictions or wonder about future events:
 - Will we see a movie tonight?

Structure:

- Will + subject + base form of the verb + ?

Complete the questions in the future tense

What _____ you do if there is a hurricane warning?

_____ the community organize an evacuation plan for a flood?

How _____ the government respond to an earthquake?

_____ people be informed about the tornado risk in advance?

What _____ emergency services provide during a wildfire?

WRITING › Imagine you are a reporter covering weather-related topics. Write five questions you would ask someone about a natural disaster like a hurricane using “will”.

Example: Will there be more hurricanes during the summer this year?

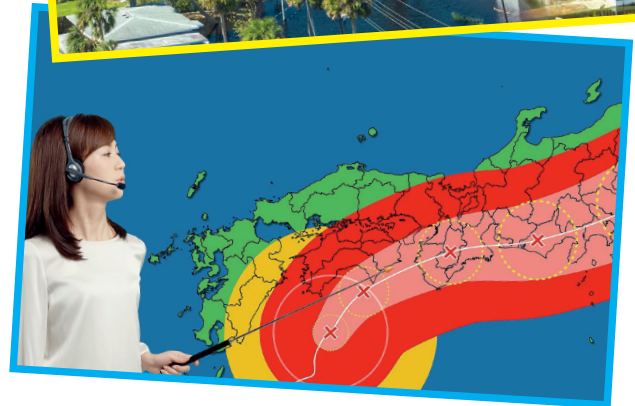
1. _____
2. _____
3. _____
4. _____
5. _____

LANGUAGE TIPS

Tropical storms

are called by different names depending on the region:

- **Hurricanes:** In the North Atlantic Ocean and the Northeastern Pacific Ocean.
- **Typhoons:** In the Northwestern Pacific Ocean.
- **Cyclones:** In the South Pacific and Indian Ocean.



SPEAKING › Role play. In pairs use the questions of the writing section and set up a conversation.

SELF-ASSESSMENT

Read the statements and check if they are true for you.

Yes No

I can use will to ask questions about the weather conditions.

I can use weather vocabulary (seasons of the year).

I can identify the five levels of cyclone alert.

Climate change

"A CALL TO ACTION"

Climate change is a significant issue affecting our planet. It is caused by various factors, including greenhouse gas emissions and deforestation. This project will explore the impacts of climate change and what we can do to address it.

Use digital tools to present your project, do not forget to include images, graphics and charts to complement your information.

Instructions: In teams, follow the steps below to develop your project.

Current situation: in this section you must, find specific data points that illustrate the current situation. Use credible sources, such as government agencies, scientific journals, or reputable organizations. Write a brief introduction that explains what the "Current Situation" refers to in the context of climate change.

For example:

- Scientists predict that temperatures will continue to rise over the next few decades.

1. Future impacts: in this section you must, investigate the effects of climate change on the environment, economy, health, and society. Look for reputable sources, such as scientific studies, climate reports, and expert opinions. Use future tense.

For example:

- Sea levels will rise due to melting ice caps, which will affect coastal cities.

2. What we can do: in this section you must aims to outline actionable steps individuals, communities, and governments can take to combat climate change. Focus on both mitigation and adaptation strategies.

For example:

- People need to reduce their carbon footprints by using public transport and recycling.
- Governments need to invest in renewable energy sources, such as solar and wind power.
- Communities need to organize tree-planting events to help absorb carbon dioxide.



EVALUATION CHECKLIST

CRITERIA	Yes	No
Includes relevant data and statistics.		
Identifies potential future impacts of climate change.		
Uses future tense consistently to describe predictions.		
Provides specific examples to illustrate points.		
Outlines actionable steps individuals and communities can take.		
Correctly uses "will" and "going to" throughout the project.		
Ideas are clearly expressed and logically organized.		
Includes relevant charts, graphs, or images.		
All members of the team participate in the process.		

Progression 01

1. Match the following activities with their corresponding vacation destination.

ACTIVITY	DESTINATION
Drinking hot chocolate by the fireplace	a. Switzerland
Swimming in the sea	b. Sinaloa
Exploring the magical towns	c. Snowy mountains
Riding the Glacier Express	d. Beach

2. Fill in the blanks with the correct Present progressive form of the verbs.

Right now, we _____ (explore) a magical town in Mexico. People _____ (fill) the streets with colorful decorations. The local artisans _____ (show) us their handmade crafts while we _____ (admire) their skills. Every evening, we _____ (taste) delicious traditional foods at the local market. The vendors _____ (offer) a variety of specialties. Our guide _____ (share) fascinating stories about the history of the town, and we _____ (listen) carefully. As the sun sets, we _____ (stroll) through the charming streets and _____ (take) many photos of the landscapes.



3. Complete the following sentences using the present continuous tense and the appropriate time expression provided in the box.

At the moment • Currently • Now

E.g.: Right now, I am planning (plan) my next vacation to one of the magical towns in Mexico.

- _____, we _____ (explore) the vibrant markets of Mazatlán.
- _____, she _____ (stay) at a boutique hotel in Cosalá.
- _____, they _____ (ride) horses through the countryside of El Fuerte.

4. Describe what the people are doing in the picture at that moment.

- _____
- _____
- _____
- _____
- _____

Progression 02

1. Circle the mistakes you find in the sentences and rewrite them correctly using present progressive tense.

1. She is eat lunch now. _____
2. The boys is playing soccer. _____
3. They are run in the park. _____
4. I am study for my exam. _____
5. The teacher are explaining the lesson. _____
6. He is write a letter to his friend. _____
7. We is watching a movie tonight. _____
8. The dog are barking loudly. _____

2. Complete the sentences with the correct present progressive form of the verb.

1. She is (swim) _____ in the pool.
2. I am (make) _____ breakfast for my family.
3. They are (play) _____ basketball at the park.
4. He is (write) _____ a story for his class.
5. We are (sit) _____ in the living room.



3. Complete the sentences by choosing the correct form of the verb in the present progressive tense.

1. **(study)**
 Affirmative: I _____ for my English test.
 Negative: I _____ for my English test.
 Interrogative: _____ for my English test?
2. **(cook)**
 Affirmative: She _____ dinner in the kitchen.
 Negative: She _____ dinner in the kitchen.
 Interrogative: _____ dinner in the kitchen?
3. **(play)**
 Affirmative: They _____ video games right now.
 Negative: They _____ video games right now.
 Interrogative: _____ video games right now?
4. **(read)**
 Affirmative: He _____ a book in the library.
 Negative: He _____ a book in the library.
 Interrogative: _____ a book in the library?
5. **(watch)**
 Affirmative: We _____ a movie together.
 Negative: We _____ a movie together.
 Interrogative: _____ a movie together?



Progression 03



1. Complete with the past form of verb to be (was/were)

- The party _____ amazing!
- We _____ really happy!
- Mole _____ delicious in Puebla.
- Oaxaca _____ wonderful! There _____ loads of great shops and there _____ a fantastic traditional Mexican restaurant.
- The three kings' day festival _____ impressive.
- My girlfriend and I had a lot of fun when we _____ at the Mazatlan Carnival.

2. Read about the celebration of San Ignacio de Loyola and complete the text with the correct form of verb to be.

Last month, I visited San Ignacio, a small town in Sinaloa, during the celebration of San Ignacio de Loyola, which honors the town's patron saint. The celebration _____ (1) a vibrant mix of religion, culture, and tradition. The streets _____ (2) filled with decorations, and the people _____ (3) excited for the festivities.

The main event _____ (4) a special mass held at the local church, where the entire community gathered. The church _____ (5) beautifully decorated with flowers, and the atmosphere _____ (6) full of devotion. After the religious ceremony, there _____ (7) a lively procession through the town, accompanied by traditional music and dances.

The food stalls _____ (8) set up all around the plaza, offering delicious local dishes like gorditas and birria. The town's residents _____ (9) very welcoming and proud to share their traditions with visitors. By the end of the night, everyone _____ (10) tired but happy, as the festival continued with music and fireworks.

3. Circle the correct form of verb to be in past tense.

- The church **was/were** beautifully decorated for the Día de la Virgen de Guadalupe celebration.
- There **was/were** no altars set up for the Day of the dead this year.
- The town square **was/were** filled with people during the Grito de Independencia.
- The fireworks **was/were** canceled during the Mexican Independence Day festivities.
- The streets **was/were** empty during the procession.
- The piñatas **was/were** the highlight of the Christmas celebration in Mexico.
- There **was/were** no music during the Nochebuena (Christmas Eve) gathering.
- The tamales **was/were** served hot during the Día de la Candelaria.

Progression 04

1. Circle the verb to be in past tense.

The printing press was invented by Johannes Gutenberg around 1440. Before this invention, books were written by hand, which was very slow and expensive. With the printing press, books were able to be made faster and in larger quantities. The first book printed was the Bible. This was a huge change for society. However, at first, the printing press was not popular with everyone. Some people were not happy because they thought printed books would lose their value. Despite this, the printing press was a revolutionary invention that changed the world.

2. Unscramble the following sentences.

invented / by / the / press / Da Vinci / printing / wasn't

written / by / were / not / books / machines

what / the / book / was / first / printed / ?

invented / in / press / was / the / 1400 / not

a / printing / was / revolution / small / not

3. Remember when you were a child. Answer the questions with your personal information using was / were.

What was your favorite Mexican holiday?

Who was your favorite historical figure?

Where was he/she born?

What were his/her accomplishments?

4. Write the negative form of the following sentences.

Christopher Columbus was the first person to set foot on the Moon.





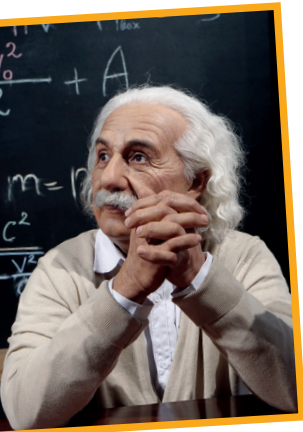
The Great Wall of China was built in one year.

Albert Einstein was a famous painter during the Renaissance.

The pyramids of Egypt were constructed in the 18th century.

Queen Elizabeth I was the first female president of the United States.

Progression 05



1. Complete the following sentences with *There was* or *There were* in the correct form.

- _____ a car outside my house this afternoon.
- _____ six of my friends at the party. (not)
- _____ a girl in the library last night.
- _____ four handsome boys at the school prom.
- _____ three bottles of water on the table.
- _____ a window at my bedroom. (not)

2. Read the sentences and correct the mistakes on the lines. If the sentence is correct, put a check (✓) on it.

1. There were many flower in the garden.

2. There wasn't two boys in the bedroom.

3. There was a good movie on TV.

4. There were a book on the table.

5. There was a car in the garage.

6. There were one window in my room.



3. Unscramble the words to form questions.

1. there / bathrooms / any / were / concert / at / the _____ ?

Yes, there were four.

2. accident / yesterday / there / an / street / was / in / the _____ ?

No, there wasn't

3. only / cashier / supermarket / there / at / was / one / the _____ ?

Yes, there was only one.

4. young / there / very / was / teacher / a / school / year / last / at / your _____ ?

Yes, there was.

4. Write *How much* or *How many*.

1. _____ libraries were there?
2. _____ homework was there every week?
3. _____ evidence was there in the investigation?
4. _____ students were there in your class?
5. _____ classrooms were there in you school?
6. _____ food was there in the cafeteria?

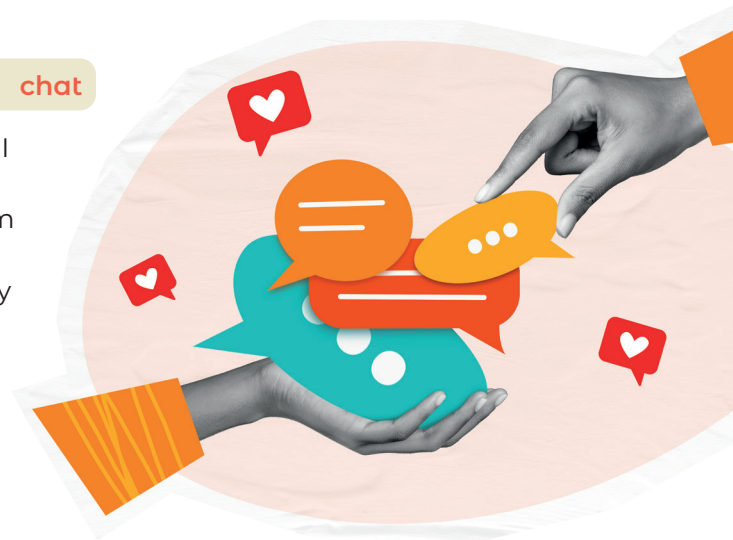


Progression 06

1. Complete the blanks with the verbs from the box using simple past tense.

order wash watch listen play visit use chat

Yesterday, I was at home all day. In the morning, I _____ the dishes and then I _____ to music. At 2:00 p.m. I was hungry, so I _____ sushi from the new Japanese restaurant near my house. In the evening, I _____ television and _____ my cellphone to see my Instagram and Facebook and I _____ with some friends. At night my friend Michelle _____ me and we _____ video games.



Workbook

2. Complete the sentences in simple past tense and write the verb in the crossword. Use the verbs from the box

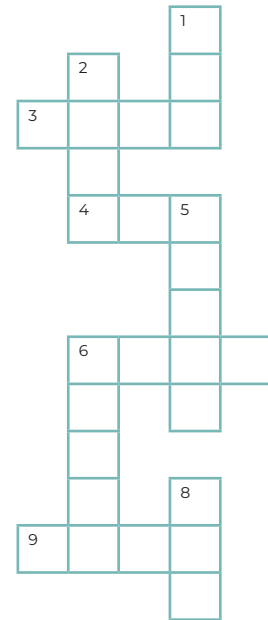
go eat leave get drink send do read speak

Across

- 3.- They _____ the party early because they were tired.
- 4.- He _____ all his homework before going out.
- 6.- She _____ a postcard to her family from Paris.
- 9.- I _____ to the beach for vacation last summer.

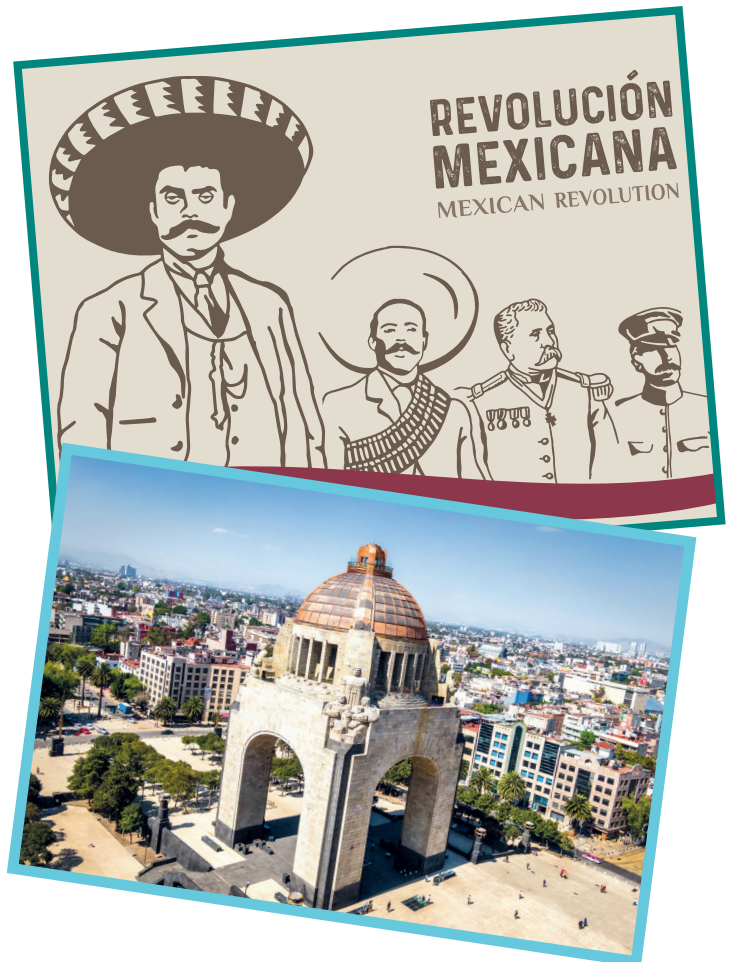
Down

- 1.- We _____ a special discount on our hotel room.
- 2.- He _____ a fascinating book about space exploration.
- 5.- I _____ a cup of coffee this morning
- 6.- Maria _____ with her friend on the phone yesterday.
- 8.- She _____ a delicious pizza for dinner last night.



3. Complete the text with the simple past of the verbs in parentheses.

During the Mexican Revolution, which _____ (start) in 1910, Emiliano Zapata _____ (fight) for agrarian reform and the rights of peasants. He _____ (organize) the Liberation Army of the South and _____ (write) the Plan of Ayala in 1911. The revolutionaries _____ (take) control of several regions and _____ (challenge) the existing government. Meanwhile, Pancho Villa _____ (lead) his troops in northern Mexico and _____ (capture) several important cities. The Revolution _____ (change) the political landscape of Mexico and _____ (inspire) future movements for social justice. By 1920, the conflict _____ (end), and the country _____ (begin) to rebuild with new reforms and policies.



Progression 07

1. Complete the following sentences with the past tense of the verb in parentheses

- In 1776, the American colonies _____ (decide) to declare independence.
- In the 1960s, many people _____ (protest) for civil rights.
- In 1492, Christopher Columbus _____ (discover) America.
- The first man _____ (walk) on the moon in 1969.
- The Berlin Wall _____ (fall) in 1989.
- The Titanic _____ (sink) on its first voyage in 1912.
- The Olympic Games _____ (begin) in ancient Greece.
- Alexander Graham Bell _____ (invent) the first telephone.
- In 1980, John Lennon _____ (die) in New York City.
- In the 18th Century, people _____ (live) without electricity.



2. Complete the next short biographies with the correct form of the verbs.

- Ada Lovelace** _____ (born) in 1815. She _____ (be) a mathematician and a writer. Ada _____ (work) with Charles Babbage, who _____ (invent) the first computer. She _____ (write) notes about his machine and _____ (create) the first algorithm. Many people _____ (call) her the first computer programmer. Ada _____ (inspire) many women in science.
- Carmen Serdán** _____ (born) in 1875 in Mexico. She _____ (be) a strong leader in the Mexican Revolution. Carmen _____ (help) many people by providing food and support. She _____ (organize) groups to fight for freedom. Carmen _____ (believe) in justice and _____ (inspire) others to join the struggle. She _____ (die) in 1948, but her legacy lives on.
- Benito Juárez** _____ (born) in 1806 in Mexico. He _____ (grow up) in a poor family. Juárez _____ (study) law and _____ (become) a lawyer. He _____ (fight) for the rights of the people. In 1858, he _____ (become) president of Mexico. Juárez _____ (face) many challenges, but he _____ (believe) in democracy and justice. He _____ (die) in 1872, and people remember him as a great leader.



3. Find the following verbs in this word search and write sentences using them.

- BROKE
- CHOSE
- SAVED
- WENT
- READ
- TOLD
- DIED
- USED
- SAW
- WON
- GOT

T	U	A	A	D	A	W	A	L	O	F	P
A	E	D	A	I	Y	E	K	O	O	T	I
K	R	D	R	E	U	N	O	W	O	E	W
N	O	E	C	D	H	T	A	U	E	M	S
B	X	P	M	Z	I	S	A	W	E	B	E
E	E	D	D	E	V	A	S	D	Z	B	K
K	J	E	G	A	V	A	Z	A	U	X	O
F	G	S	O	A	K	Y	A	E	G	I	R
E	L	U	T	U	A	B	E	R	E	B	Z
H	U	C	H	O	S	E	O	I	K	K	O
K	Y	J	A	O	N	T	O	L	D	A	C
P	W	D	C	O	U	N	O	P	I	D	I

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____

Progression 08

1. Write the following sentences in the simple past in negative form.

1. My mother bought a recipe book.

2. Maria brought her iron from home.

3. My uncle drank the last bottle of water.

4. Andrea learned the English lesson.

5. Pedro worked at the supermarket on Sunday.

6. Ana called me on my birthday to congratulate me.

7. The plane flew to Mazatlan at 3 O'clock.

8. The movie theater closed at 12:00 a.m.

9. My boyfriend lived in Amsterdam when he was a child.

10. Liam paid for the meal at the restaurant.

2. Complete the following conversation with the correct form of the simple past tense.

Matt: Hi! How was your weekend?

Ben: It was great! _____ have a good weekend too?

Matt: Yes, I _____! _____ you go to the beach?

Ben: No, I _____. Did you?

Matt: Yes, I went with my family. _____ you play any sports?

Ben: Yes, I played soccer with friends. Did you watch a movie?

Matt: Yes, I _____ a comedy. Did you cook anything special?

Ben: Yes, I _____ pasta for dinner. What about you?

Matt: I cooked a big breakfast on Sunday.

3. Write the following sentences into questions in simple past tense.

Affirmative	Interrogative
Baldomero changed his cell phone number.	
Frida sang at the spring festival.	
Ana Sofia won the children's story contest.	
Alberto played video games all Sunday.	

Progression 09

1. Answer the questions using time adverbs (*ago, last, yesterday*) and make sentences with your answers.

When was the last time you...?



Went to a party

Yesterday



Went to the beach



Lost something



Sent an e-mail



Played a sport



Watched a movie



Went on a date



Cleaned your room

- a. _____ I went to a party yesterday.
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____



2. Order the next story from 1 to 7.

- _____ Before leaving, he prepared his backpack with books and a bottle of water.
- _____ First, he got up early and had a light breakfast.
- _____ Later, after having a snack, he went back home and sat down to do his homework.
- _____ Finally, he arrived home and saw that his brother was waiting for him in the living room.
- _____ After that, he said goodbye to his mother and headed to school.
- _____ When classes were over, he went to the park with his friends.
- _____ During the afternoon, they played soccer and had a lot of fun.

3. Match the following sentences.

- | | |
|--------------------------------|--|
| 1. Laura was preparing dinner, | a. and they went out for a movie. |
| 2. We had pizza for dinner, | b. but I don't like doing the dishes. |
| 3. They cleaned the house, | c. but she forgot to buy some ingredients. |
| 4. He studied for the test, | d. but we were still hungry afterwards. |
| 5. I like to cook dinner, | e. and he did very well. |



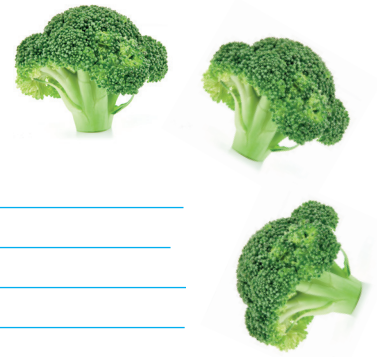
Progression 10

1. Complete with "should" or "shouldn't".

- 1. You _____ eat so much fast food. It's not healthy.
- 2. We _____ recycle more to protect the environment.
- 3. She _____ be more patient. Her little brother is still learning.
- 4. They _____ study harder if they want to pass the exam.
- 5. You _____ smoke. It's bad for your health.
- 6. We _____ go to the doctor if we're not feeling well.



7. He _____ drive so fast. It's dangerous.
8. You _____ forget to call your mom on her birthday.



2. Unscramble the sentences.

1. study / harder / you / should _____
2. to / go / the doctor / she / should _____
3. eat / a lot of / candy / they / shouldn't _____
4. we / a break / should / take _____
5. he / earlier / leave / should _____
6. should / I / this book / read / ? _____
7. we / to the party / go / should / ? _____
8. should / they / more vegetables / eat / ? _____

3. Match the health problem with the body parts affected. Draw a line.

Sore throat
 Headache
 Broken bone
 Stomachache
 Cough
 Toothache
 Cold (flu)
 Allergy
 Insomnia

skin
 nose
 eyes
 legs
 head
 throat
 arm
 stomach
 lungs
 mouth
 teeth
 elbow



Progression 11

1. Read the information on the right. Answer the questions with

Yes, it is or No, it isn't.

- a. Is El Fuerte as hot as Alamos? _____
- b. Is Alamos as old as El Fuerte? _____
- c. Is El Fuerte as popular as Alamos? _____
- d. Is Alamos as turistic as El Fuerte? _____
- e. Is El Fuerte as traditional as Alamos? _____
- f. Is food in Alamos as tasty as food in El Fuerte? _____

Alamos, Sonora.	El Fuerte, Sinaloa.
- Stablished since 1658	- Stablished since 1564
- Traditional	- Traditional
- Tasty food	- Population: 96,593
- Population: 24,976	- Popular for tourism
- Popular for tourism	- Tasty food
- Average temperature: 24°C	- Average temperature: 18°C

Workbook

2. Complete the vocabulary with the words from the box.

kayaking bungee jumping surfing snorkeling
cycling motocross walking windsurfing



3. Write comparative sentences indicating in your opinion which activities have the same quality. You can use the adjectives from the box or different ones.

exciting fun difficult boring relaxing

Example: Surfing is as fun as windsurfing.

1. _____
2. _____
3. _____

4. Express your opinion by writing sentences about activities that are significantly different.

Example: Surfing is not as boring as walking.

1. _____
2. _____
3. _____



Progression 12

1. Complete the text to compare New York with other cities in USA with the correct adjective form.

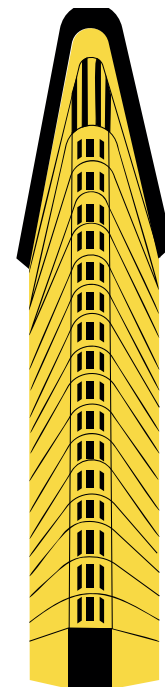
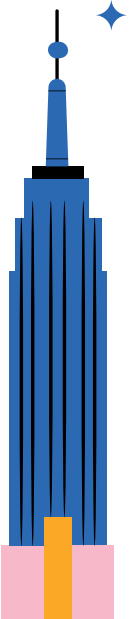
New York is one of the most famous cities in the world. Many people believe that it is _____ (busy) than other cities like Los Angeles. The streets are always filled with people, making it _____ (crowded) than most places.

In terms of entertainment, New York is _____ (exciting) than many other cities. It has a vibrant nightlife and a wide range of cultural activities, which makes it _____ (interesting) than some other destinations.

When it comes to the cost of living, New York is _____ (expensive) than cities like Chicago and Houston. Renting an apartment here is _____ (high) than in many other parts of the country.

Despite being _____ (cold) in the winter compared to Miami, New York has a charm that many people find appealing.

Overall, New York is _____ (dynamic) and _____ (diverse) than many other cities, attracting millions of visitors every year.



2. Fill in the blanks with the correct comparative form of the adjectives in parentheses. Pay attention to irregular adjectives and exceptions.

- This puzzle is _____ (difficult) than the one we did yesterday.
- My brother is _____ (old) than I am.
- Her dress is _____ (beautiful) than mine.
- The weather today is _____ (bad) than it was last week.
- This math problem is _____ (easy) than I thought it would be.
- John is _____ (good) at playing the guitar than his friend.
- This book is _____ (interesting) than the last one I read.
- My new phone is _____ (expensive) than my old one.
- The test was _____ (easy) than I expected.
- This restaurant is _____ (popular) than the one down the street.



Workbook

3. Compare the following places, using the vocabulary box.

Beautiful Interesting Expensive Dangerous
Luxurious Comfortable Touristic Entertaining Modern



France



Spain



United States



Italy



Turkey



México

Progression 13

1. Complete the sentences with the correct superlative form of the adjectives in parentheses.

1. El Fuerte is the _____ (historic) town of Sinaloa, known for its colonial architecture and rich history.
2. The beaches in Mazatlán are some of the _____ (beautiful) in Mexico, attracting tourists from all over the world.
3. Culiacán is the _____ (large) city in Sinaloa, serving as the state's capital and economic hub.
4. The _____ (charming) streets can be found in Cosalá, with their colorful buildings and vibrant atmosphere.
5. The Cathedral Basílica de Nuestra Señora del Rosario in Culiacán is considered one of the

- _____ (big) churches in the state.
- Mazatlán has the _____ (lively) carnival in Sinaloa, famous for its parades, music, and dance.
 - The Sierra Madre Occidental mountains offer some of the _____ (pretty) views in Sinaloa, perfect for hiking and nature lovers.
 - Mocorito is often referred to as the _____ (cultural) town in Sinaloa, known for its arts, literature, and traditional festivals.

2. Complete the sentences using the superlative form of the adjectives in parentheses.

- Mount Everest is the _____ (tall) mountain in the world.
- The Amazon River is the _____ (long) river in South America.
- This is the _____ (good) pizza I've ever tasted.
- The Sahara Desert is the _____ (hot) desert on Earth.
- She is the _____ (smart) student in our class.

3. Rewrite the sentences using the correct superlative form of the adjective given.

- This car is fast. (fast)
→ This car is the _____.
- She is a talented artist. (talented)
→ She is the _____ artist I know.
- That was a difficult exam. (difficult)
→ That was the _____ exam of the year.
- This book is interesting. (interesting)
→ This book is the _____ I've read all year.
- He is a strong athlete. (strong)
→ He is the _____ athlete on the team.

4. Choose the correct superlative form to complete each sentence.

- Antarctica is _____ place on Earth.
 - the colder
 - the coldest
 - the cold
- The Pacific Ocean is _____ ocean in the world.
 - the deeper
 - the deep
 - the deepest
- The cheetah is _____ land animal.
 - the fastest
 - the fast
 - the faster
- She has _____ smile I've ever seen.
 - the beautiful
 - the beautifuler
 - the most beautiful
- Jupiter is _____ planet in our solar system.
 - the big
 - the biggest
 - the bigger



Progression 14

1. Complete the sentences with the correct form of going to.

study play read clean invite cook

- I _____ going to _____ basketball after school.
- You _____ going to _____ for the exam tonight.
- He _____ going to _____ a new book this weekend.
- She _____ going to _____ dinner for her family tomorrow.
- We _____ going to _____ the house on Saturday.
- They _____ going to _____ their friends to the party next Friday.

2. Look at the pictures and complete the sentences using Be going to + a verb



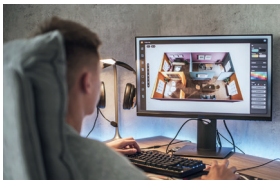
They _____
going to _____ exercise



Romina _____ going to
_____ a letter to a friend.



He _____ going
to _____ his cellphone.



Frank _____
going to _____.



Elisa Maria _____
going to _____.



Sebastian _____
going to _____.

3. Write sentences in negative form with the verbs from the box using contractions.

- I _____ going to _____ the new smartphone this year.
- You _____ going to _____ your social media profile today.
- He _____ going to _____ any photos on Instagram this week.
- She _____ going to _____ that new app.
- We _____ going to _____ the live event tonight.
- They _____ going to _____ the video on Facebook.
- I _____ going to _____ the latest software update.
- They _____ going to _____ virtual reality for the presentation.

buy
update
post
download
stream
share
install
use

4. Answer the questions with your own information.

1. Are you going to learn a new language next year?

2. Are you going to move out of your parents' house after graduation?

3. Are you going to attend any concerts or festivals soon?

4. Are you going to join any clubs or extracurricular activities this semester?

5. Are you going to take a gap year before starting college?



Progression 15

1. Complete the following sentences using the modal verb "will."

1. It _____ (rain) tomorrow.
2. The temperature _____ (rise) this afternoon.
3. The wind _____ (blow) strongly tonight.

2. Read the following conversation and complete the sentences using the modal verb "will" and the correct verb.

Lucy: I heard that the weather in New York will be quite unpredictable this week.

Tom: Really? Will it rain a lot?

Lucy: Yes, and the temperature will drop significantly by Thursday.

Tom: That sounds chilly! Will it snow later in the week?

Lucy: They're not sure yet, but it will be very cold, so it's possible.

1. The weather in New York _____ unpredictable this week.
2. It _____ significantly by Thursday.
3. They're not sure yet, but it _____ very cold later in the week.

3. Write a question about the weather using the modal verb "will" with the given words and answer them as appropriate in the image.

1. rain / it / today?
2. sunny / be / tomorrow?/it
3. temperature / drop / tonight?/the



Let's do it - Verbs

	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
1	answer	answers	answering	answered	answered	contestar
2	arise	arises	arising	arose	arisen	levantarse
3	arrive	arrives	arriving	arrived	arrived	llegar
4	ask	asks	asking	asked	asked	preguntar
5	awake	awakes	awaking	awoke	awoke	despertar
6	bake	bakes	baking	baked	baked	hornear
7	be	is	being	was/were	been	ser / estar
8	bear	bears	bearing	bore	born	nacer
9	beat	beats	beating	beat	beaten	vencer
10	become	becomes	becoming	became	become	convertirse en
11	begin	begins	beginning	began	begun	comenzar
12	bend	bends	bending	bent	bent	doblar
13	bet	bets	betting	bet	bet	apostar
14	bite	bites	biting	bit	bitten	morder
15	boil	boils	boiling	boiled	boiled	hervir
16	bleed	bleeds	bleeding	bled	bled	sangrar
17	blow	blows	blowing	blew	blown	soplar
18	break	breaks	breaking	broke	broken	quebrar
19	bring	brings	bringing	brought	brought	traer
20	brush	brushes	brushing	brushed	brushed	cepillar
21	build	builds	building	build	built	construir
22	burn	burns	burning	burnt/burned	burnt/burned	quemar
23	burst	bursts	bursting	burst	burst	reventar
24	buy	buys	buying	bought	bought	comprar
25	carry	carries	carrying	carried	carried	cargar
26	catch	catches	catching	caught	caught	cachar
27	chew	chews	chewing	chewed	chewed	masticar
28	choose	chooses	choosing	chose	chosen	escoger
29	clean	cleans	cleaning	cleaned	cleaned	limpiar
30	close	closes	closing	closed	closed	cerrar
31	comb	combs	combing	combed	combed	peinar
32	come	comes	coming	came	come	venir
33	cost	costs	costing	cost	cost	costo/costar
34	cook	cooks	cooking	cooked	cooked	cocinar
35	cough	coughs	coughing	coughed	coughed	toser
36	count	counts	counting	counted	counted	contar
37	crawl	crawls	crawling	crawled	crawled	gatear
38	cross	crosses	crossing	crossed	crossed	cruzar
39	cry	cries	crying	cried	cried	llorar
40	cut	cuts	cutting	cut	cut	cortar
41	dance	dances	dancing	danced	danced	bailar
42	deal	deals	dealing	dealt	dealt	trato/tratar
43	dig	digs	digging	dug	dug	escarbar
44	do	does	doing	did	done	hacer
45	draw	draws	drawing	drew	drawn	dibujar
46	dream	dreams	dreaming	dreamt/dreamed	dreamt/dreamed	soñar
47	dress	dresses	dressing	dressed	dressed	vestirse
48	drink	drinks	drinking	drank	drunk	beber
49	drive	drives	driving	drove	driven	manejar
50	dust	dusts	dusting	dusted	dusted	sacudir

	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
51	eat	eats	eating	ate	eaten	comer
52	earn	earns	earning	earned	earned	ganar (de dinero)
53	erase	erases	erasing	erased	erased	borrar
54	fall	falls	falling	fell	fallen	caer
55	feed	feeds	feeding	fed	fed	alimentar
56	feel	feels	feeling	felt	felt	sentir
57	fight	fight	fighting	fought	fought	pelear
58	find	finds	finding	found	found	encontrar
59	fix	fixes	fixing	fixed	fixed	arreglar
60	fold	folds	folding	folded	folded	doblar
61	fly	flies	flying	flew	flown	volar
62	forget	forgets	forgetting	forgot	forgotten	olvidar
63	forgive	forgives	forgiving	forgave	forgiven	perdonar
64	freeze	freezes	freezing	froze	frozen	congelar
65	get	gets	getting	got	gotten	obtener
66	get up	gets up	getting up	got up	gotten up	levantarse
67	give	gives	giving	gave	given	dar
68	go	goes	going	went	gone	ir
69	grind	grinds	grinding	ground	ground	moler
70	grow	grows	growing	grew	grown	crecer
71	hate	hates	hating	hated	hated	odiar
72	hang	hangs	hanging	hanged	hanged	colgar
73	have	has	having	had	had	tener
74	hear	hears	hearing	heard	heard	oír
75	help	helps	helping	helped	helped	ayudar
76	hide	hides	hiding	hid	hidden	esconder
77	hit	hits	hitting	hit	hit	pegar
78	hold	holds	holding	held	held	detener, sostener
79	hunt	hunts	hunting	hunted	hunted	cazar
80	hurt	hurts	hurting	hurt	hurt	lastimar
81	iron	irons	ironing	ironed	ironed	planchar
82	jump	jumps	jumping	jumped	jumped	brincar
83	keep	keeps	keeping	kept	kept	guardar
84	kick	kicks	kicking	kicked	kicked	patear
85	kiss	kisses	kissing	kissed	kissed	besar
86	kneel	kneels	kneeling	knelt	knelt	hincar
87	knock	knocks	knocking	knocked	knocked	tocar (toc-toc)
88	know	knows	knowing	knew	known	conocer, saber
89	laugh	laughs	laughing	laughed	laughed	reír
90	lay	lays	laying	laid	laid	acostar
91	lead	leads	leading	led	led	guiar
92	lean	leans	leaning	leaned	leaned	recargar, inclinar
93	learn	learns	learning	learned	learned	aprender
94	leave	leaves	leaving	left	left	dejar
95	lend	lends	lending	lent	lent	prestar
96	lie	lies	lying	lied	lied	mentir
97	let	lets	letting	let	let	dejar, permitir
98	light	lights	lighting	lit	lit	prender con fuego
99	like	likes	-----	liked	liked	gustar
100	listen	listens	listening	listened	listened	escuchar

Let's do it - Verbs

	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
101	live	lives	living	lived	lived	vivir
102	look	looks	looking	looked	looked	ver
103	lose	loses	losing	lost	lost	perder
104	love	loves	loving	loved	loved	amar
105	make	makes	making	made	made	hacer
106	mean	means	meaning	meant	meant	significar
107	meet	meets	meeting	met	met	encontrarse
108	mop	mops	mopping	mopped	mopped	trapear
109	move	moves	moving	moved	moved	mover
110	need	needs	needing	needed	needed	necesitar
111	open	opens	opening	opened	opened	abrir
112	own	owns	owning	owned	owned	tener / propiedad
113	paint	paints	painting	painted	painted	pintar
114	pay	pays	paying	paid	paid	pegar
115	pick	picks	picking	picked	picked	recoger
116	plant	plants	planting	planted	planted	plantar
117	play	plays	playing	played	played	jugar
118	prepare	prepares	preparing	prepared	prepared	preparar
119	pull	pulls	pulling	pulled	pulled	jalar
120	punish	punishes	punishing	punished	punished	castigar
121	push	pushes	pushing	pushed	pushed	empujar
122	put	puts	putting	put	put	poner
123	quit	quits	quitting	quit	quit	dejar
124	read	reads	reading	read	read	leer
125	rid (get)	gets rid of	getting rid of	got rid of	gotten rid of	deshacer, librarse de
126	ride	rides	riding	rode	ridden	pasear/montar
127	ring	rings	ringing	rang	rang	timbrar
128	rip	rips	ripping	ripped	ripped	romper, rasgar
129	run	runs	running	ran	ran	correr
130	say	says	saying	said	said	decir
131	scratch	scratches	scratching	scratched	scratched	rascar
132	see	sees	seeing	saw	seen	ver
133	seek	seeks	seeking	sought	sought	buscar
134	seem	seems	-----	seemed	seemed	parecer
135	sell	sells	selling	sold	sold	vender
136	send	sends	sending	sent	sent	enviar
137	set	sets	setting	set	set	poner / posición
138	shake	shakes	shaking	shook	shaken	sacudir
139	shave	shaves	shaving	shaved	shaved	rasurar
140	shed	sheds	shedding	shed	shed	despojarse de
141	shine	shines	shining	shined	shone	brillar
142	shoot	shoots	shooting	shot	shot	disparar
143	show	shows	showing	showed	shown	enseñar
144	shrink	shrinks	shrinking	shrank	shrunk	encoger
145	shut	shuts	shutting	shut	shut	cerrar
146	sing	sings	singing	sang	sung	cantar
147	sink	sinks	sinking	sank	sunk	hundir
148	sit	sits	sitting	sat	sat	sentar
149	sleep	sleeps	sleeping	slept	slept	dormir
150	smell	smells	smelling	smelled/smelt	smelled/smelt	oler



	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
151	smile	smiles	smiling	smiled	smiled	sonreír
152	smoke	smokes	smoking	smoked	smoked	fumar
153	sneeze	sneezes	sneezing	sneezed	sneezed	estornudar
154	slide	slides	sliding	slid	slid	resbalar
155	spank	spanks	spanking	spanked	spanked	nalguear
156	speak	speaks	speaking	spoke	spoken	hablar
157	spend	spends	spending	spent	spent	gastar
158	spin	spins	spinning	spun	spun	girar
159	split	splits	splitting	split	split	partir/separar
160	spread	spreads	spreading	spread	spread	extender
161	stand	stands	standing	stood	stood	pararse
162	start	starts	starting	started	started	empezar
163	steal	steals	stealing	stole	stolen	robar
164	stick	sticks	sticking	stuck	stuck	pegar/ adherir
165	stop	stops	stopping	stopped	stopped	parar
166	study	studies	studying	studied	studied	estudiar
167	swear	swears	swearing	swore	sworn	jurar
168	sweep	sweeps	sweeping	swept	swept	barrer
169	swim	swims	swimming	swam	swum	nadar
170	swing	swings	swinging	swing	swing	mecer
171	take	takes	taking	took	taken	tomar/ llevar
172	talk	talks	talking	talked	talked	platicar
173	taste	tastes	tasting	tasted	tasted	probar
174	teach	teaches	teaching	taught	taught	instruir
175	tear	tears	tearing	tore	torn	romper, desgarrar
176	tell	tells	telling	told	told	decir
177	think	thinks	thinking	thought	thought	pensar
178	throw	throws	throwing	threw	thrown	aventar, lanzar
179	touch	touches	touching	touched	touched	tentar/ tocar
180	try	tries	trying	tried	tried	tratar
181	turn off	turns off	turning off	turned off	turned off	apagar
182	understand	understands	understanding	understood	understood	comprender
183	visit	visits	visiting	visited	visited	visitar
184	wait	waits	waiting	waited	waited	esperar
185	wake up	wakes up	waking up	woke up	woken up	despertar
186	walk	walks	walking	walked	walked	caminar
187	want	wants	wanting	wanted	wanted	querer algo
188	wash	washes	washing	washed	washed	lavar
189	waste	wastes	wasting	wasted	wasted	desperdiciar
190	watch	watches	watching	watched	watched	mirar
191	water	waters	watering	watered	watered	regar
192	wear	wears	wearing	wore	worn	vestir
193	wed	weds	wedding	wed	wed	casar
194	weep	weeps	weeping	wept	wept	llorar
195	wet	wets	wetting	wet	wet	mojar
196	win	wins	winning	won	won	ganar
197	wind	winds	winding	wound	wound	enrollar/mecer
198	write	writes	writing	wrote	written	escribir
199	work	works	working	worked	worked	trabajar
200	whisper	whispers	whispering	whispered	whispered	susurrar



LEVEL 2

LET'S DO IT! is a four-level program. It is meant specially for teenagers who have already studied some English in their previous school years. The objective of **LET'S DO IT 2** is to improve students' English proficiency by building on previous skills, focusing on reading, writing, listening, and speaking through engaging content.

LET'S DO IT! The series is based on the principles of the New Mexican School. The book unfolds in learning progressions that represent a gradual increase in complexity, starting from the simplest stages and advancing towards the achievement of the learning goals. Projects are developed to put into practice communicative skills, collaborative work, social practice, and problem-solving strategies.

New features

- Completely new and attractive design
- Images and artwork that help students contextualize learning.
- Clear presentation of structures for students to check their construction of the language.
- Workbook provided for reinforcing language skills.
- Includes self-assessment



GYROS
EDITORIAL

