

Community Educational Projects for the PAEC, Cross-Cutting and Focused
on the Sustainable Development Goals of the 2030 Agenda



Karla Karen García Mexicano

English II

Student's Book

The materials are aligned with the **Common Curriculum Framework for Upper Secondary Education (MCCEMS)** and the principles of the **New Mexican School (NEM)**.



English II Student's Book

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Welcome to the Kukulcan Model: Education for Transformative Action

Dear Students, Teachers, and Parents,

We are pleased to present the **Kukulcan Model: Education for Transformative Action**, an innovative educational approach designed to turn learning into an active, meaningful experience that is deeply connected to the realities of our communities and the world we live in.

This model is built upon three fundamental pillars: **Kolb's experiential learning theory**, the **Sustainable Development Goals**, and the principles of the **New Mexican School (NEM)**. We believe education should serve as a vehicle for change—not just within the classroom but also in the social and cultural environments that surround us.

At **Kukulcan**, we understand that learning must be **active**, enabling students to live real-life experiences, reflect on them, conceptualize their learning, and ultimately take action to transform their environment. Each of our materials aims to offer more than just information, inviting students to become agents of change within their communities.

Community Educational Projects (PEC) are the cornerstone of this model. These projects provide opportunities to address local issues while aligning with the **SDGs**, promoting values such as **gender equality, interculturality, inclusion, critical thinking, and sustainability**. Students will not only learn academic content but also engage in concrete actions that positively impact their surroundings.

In this context, beyond our textbooks, we have created the **Kukulcan 2030 Program: Education for Action**, an initiative that offers **webinars, workshops, and free videoconferences** for the **continuous training of teachers**. All our teachers have access to these resources, which we later share on our YouTube channel as part of our commitment to the **Publishers' Compact for the Achievement of the Sustainable Development Goals**.

This model is designed to ensure that all members of the educational community—students, teachers, and parents—work together to nurture engaged, reflective citizens who are prepared to face the challenges of the future. Through collaboration and community work, we aim to cultivate human values, strengthen identity, and foster the holistic well-being of our youth.

Welcome to a learning experience that transforms, empowers, and connects each student with their community and the world.

Together, we can create a fairer, more equitable, and sustainable future!

Sincerely,
Ediciones Kukulcán

Author's profile



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An expert in upper secondary education, she **trains teachers in implementing the MCCEMS curriculum**. **She contributed to the development of the New Mexican School's English plans and programs** in 2022. As an author of English textbooks, she is recognized for her innovative approach and dedication to improving education in Mexico. She also participates in educational forums, such as those organized by the Mexican Council of Social Sciences.

Hi, I'm Kan!

The official mascot of **Ediciones Kukulcán**, and I will accompany you throughout this course.
Welcome!



Get to know your book!

The progressions allow for continuous practice and improvement of the four skills in a cross-cutting and progressive manner, fundamental skills achievable and applicable to the contexts of high school students in the country.

The formation of the Sociocognitive Resource for Communication in Foreign Language (English) based on the MCCEMS is composed of four categories, each of which has its own subcategories.

Listening

L

These are the knowledge, skills, and experiences that allow students to process incoming information (input), spoken in a foreign language (English) by one or more speakers, who can be their peers or members of the community.

Listening for gist

Listening for detail

Reading

R

These are the knowledge, skills, and experiences that allow students to receive and process incoming information from written texts in a foreign language (English), produced by one or more authors.

Scanning

Skimming

Learning activity

LA

Learning activity. These are activities for each category and subcategory, designed to achieve formative assessment throughout the progression.

Final Evaluation

FE

It is a final test to evaluate and measure the knowledge acquired during the progression.

Assessment by Moments

AM

This section consists of three assessment moments that group progressions to monitor students' progress. It is aligned with formative assessment throughout the semester, allowing for continuous feedback and ongoing improvement.

Classroom, School and Community Program

PAEC

Activities aligned with the Classroom, School, and Community Program (PAEC) that promote a comprehensive education, shaping responsible, critical, and committed citizens, prepared to be agents of change in society.

Speaking

S

These are the knowledge, skills, and experiences that allow students to produce appropriate oral texts in a foreign language (English), which will be received by one or more of their peers or by different listeners.

Fluency

Using Functions

Pronunciation

Writing

W

These are the knowledge, skills, and experiences that allow students to produce written texts individually or collectively in a foreign language (English), which can be read by one or more readers.

Spelling

Punctuation

Layout

Coherence and cohesion

Diagnostic test

DT

A diagnostic test. It will help you recognize and recover your previous knowledge.

Kan's Learning Hub

It is a snippet of information that can be consulted on the internet.



Socio-emotional support

SES

It is a snippet promoting or guiding values.

In the **Kukulcán Model**, **Community Educational Projects (PEC)** are developed through three key stages during the semester, ensuring a structured and progressive approach. In the first stage, students conduct a **participatory diagnosis** in their communities, identifying relevant local issues using tools such as **surveys**, **observations**, and **interviews**. This process allows them to connect their learning to real-world contexts, fostering critical reflection and situating issues within the framework of the **Sustainable Development Goals (SDGs)** and the transversal principles of the **New Mexican School (NEM)**, such as **inclusion** and **gender equality**.

In the second stage, students **plan their projects** by designing strategies to address identified issues, setting **measurable objectives**, and aligning their actions with **curricular learning**. This stage is guided by teachers, who facilitate the use of resources like the **Interactive Educator's Book** and the **digital archive** to enrich planning.

The third stage involves the **implementation** and **evaluation** of the **PEC**. Students apply the designed strategies in their communities by developing **campaigns**, **activities**, or specific interventions. After implementation, they conduct a **critical evaluation** where they reflect on the results and areas for improvement, thus completing the **experiential learning cycle** based on **Kolb's theory**. This process is supported by **Kukulcán resources**, such as **self-assessment tools** and **specific rubrics** in each book, as well as ongoing teacher feedback.

Additionally, **transversal themes** are reinforced by integrating activities that develop **socio-emotional skills**, **respect for diversity**, and **sustainability**, ensuring the projects' impact is both **local** and **global** while meeting **learning goals** across progressions.

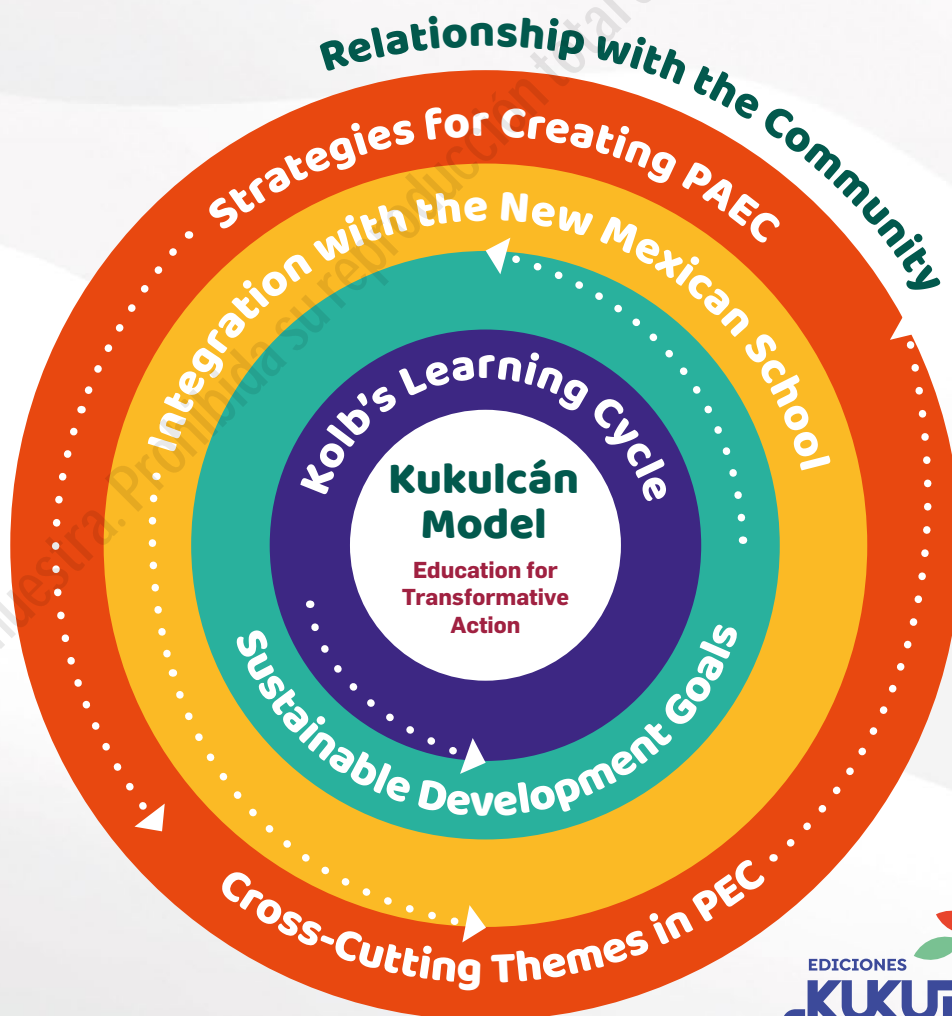


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Progression 3.

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Progression 4.

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Progression 13.

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It reports superlative degrees of comparison to describe the highest level that a characteristic can reach when comparing two or more people, things, places, and animals through strategies and activities such as interviews, reports, and photographs, among others.

Progression 14.

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Use the idiomatic future (to be going to) in affirmative, negative, and interrogative forms to discuss plans through various written or oral strategies such as writing.

Progression 15.

Page 93

Use the simple future (will) in affirmative, negative, and interrogative forms to express predictions about the climate, scientific and advances, among others, through written or oral texts.



Community School Project (PEC): "School Urban Garden for Sustainability"

First Stage: Diagnosis FS

During this first stage, students will conduct a situational diagnosis to identify opportunities for creating an urban garden in the school space. Through the analysis of local economic sectors, research on efficient cultivation technologies, and identification of energy types applicable to the garden, students will establish a clear vision of how sustainability can be integrated into the project. This stage allows students to connect their knowledge of social sciences, technology, and natural sciences with the real issue of food self-sufficiency in their environment.

Project Stage	Activity Linked to the Project Stage	UAC	Progression	Teaching Methodology (linked to and developed in the teacher's instructional planning)	Week	Participants
Diagnosis	Activity for the PEC of the PAEC: "Exploring the School's Potential"	English II	1-5 Topics: Present Continuous Simple Past (was/were) There was / There were	Students, working in pairs, explore the school area intended for the garden. They observe and note what is currently happening using the present continuous, compare it with the past using simple past (was/were), and identify existing or missing resources using there was/there were. They collaboratively write a brief report and present their findings to the class, fostering observation, descriptive skills, and teamwork.	1-5	Students and teachers

PROGRESSION 1

Use the Present Continuous in the affirmative form to describe your actions or other people's actions that are happening at the moment with texts, stories, cartoons, and storytellings.

Goals	Categories	Subcategories
<p>L2. Identifies specific information that is requested. Understands the main idea of an oral conversation and identifies the verb tense used. Can understand simple questions that ask for information about concrete situations. Adequately interprets basic oral information received, as long as the interlocutor speaks slowly and clearly and is willing to cooperate.</p> <p>S2. Understands and communicates orally using basic expressions and correct verb tenses according to the given context. Participates in simple conversations. Asks and answers simple questions with very brief expressions prepared in advance.</p> <p>R2. Understands simple, frequently used written texts. Recognizes basic words and phrases about actions happening at the moment of speaking, that have finished at a specific time in the past, or that are intended to be performed. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts on concrete topics. Accesses brief and simple written texts that provide an enjoyable reading experience.</p> <p>W2. Writes sentences or short texts on topics of interest. Correctly uses spelling and punctuation rules. Appropriately employs the verb tense in which the action being described occurs, as well as time expressions. Uses connectors appropriately to provide sequence in the text when required.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion.

Diagnostic test

DT

- I. Complete the statements in present continuous.
Use the correct form of these sentences.



1. Ana _____ tacos.



2. Andre and Rodolfo _____
_____ in the hospital.



3. We _____ in the party.



4. She _____ the dishes.



5. I _____ to Cancun.

- II. Complete the next table using simple present or present continuous.

Simple Present	Present Continuous
	Eating
Write	
Wait	
	Tying
Work	
	Beginning
	Traveling
Play	
	Remembering
See	

Present Continuous: *ing* form Spelling

In present continuous we add – *ing* to the base form to make the *ing* form:



Cook – **cooking**



Work – **working**



Kiss – **kissing**

But some verbs change, so there are some rules for them:

- When the verbs end in – *y* add *ing*.



Buy – **buying**

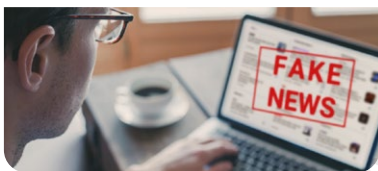


Enjoy – **enjoying**



Play – **playing**

- When the verbs end in – *ie* change the – *ie* to – *y* and add – *ing*.



Lie – **lying**



Die – **dying**

- When the verbs end in – *e*, take off the – *e* and add – *ing*.



Come – **coming**



Make – **making**



Have – **having**

- When the verbs end in – *ee* add – *ing*.



See – **seeing**



Agree – **agreeing**



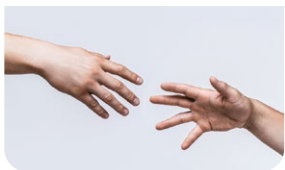
Run – **running**



Swim – **swimming**

- When the verbs end in a vowel + consonant, double the consonant and add – *ing*.

- When the verbs end in two consonants do not double the letter, only add – *ing*.



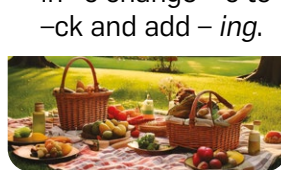
Help – **helping**



Talk – **talking**



Work – **working**



Picnic – **picnicking**

The present continuous is used to describe an action that is happening at the moment.

The structure of the present continuous in **affirmative form** is:

S	+	verb to be (am, are, is) +	verb - ing +	complement.
I		am	speaking	with my mother.
You		are	working	in the school.
She		is	swimming	in Cancun.

Examples:

- *You are playing soccer with your brother.*
- *He is eating soup.*
- *We are running in the park.*



I. Listen the next conversation.

Fernando: Hello.

Brenda: Hello Fernando. How are you?

Fernando: I am ok and you?

Brenda: I am fine.

Fernando: Where are you?

Brenda: I am in a Mexican Restaurant eating tacos, and you?

Fernando: I am at the airport waiting for my flight? And are you drinking something? What are you drinking?

Brenda: I am drinking a soda. And tell me where are you going to?

Fernando: I am going to La Paz Baja California but my flight is delayed, so I am reading a book while I am waiting for more information.

Brenda: Oh that's terrible! I hope you don't wait more time. I am continuing to eat, call me back later. Bye

Fernando: Bye Brenda.



II. Answer the next questions about the listening.

1. Where is Brenda?

2. What is Brenda doing?

3. Where is Fernando?

4. Where is Fernando going to?

5. What is Fernando doing?

Speaking Fluency, Using Function & Pronunciation

S

- I. In pairs, write a conversation using present continuous in affirmative form, then share it with your class.

- II. Work in pairs. Look at the next pictures, and talk about what are the people doing?
Example: They are playing in the park.





I. Underline the verbs with the ending that you found in the previous reading.

This is the story of a typical family who lives in Minatitlán, Veracruz. The parents work every day; the father is a doctor and is at the hospital all day, and the mother is a teacher in a high school. The children study and have good grades in school; they never go out with their friends, and the grandparents love to staying at home reading, cooking, or sleeping.

One day, the father arrives home very happy and says to everyone, "Family, we need a vacation, so tomorrow we are going camping. Get ready!"

The next day, the family leaves their house very early to go camping. The father drives during the journey; while he drives, the mother reads a book, the children watch a movie, and the grandparents sleep. Ten hours later, they arrive, and the father rents a cabin. Everyone looks happy and talks for hours before going to sleep.

The next morning, the family wakes up feeling happy, but the sky is cloudy, and it starts to rain, so they need to find some activities to avoid getting bored.

-The family spends the whole day inside, but on the last day, they walk around Tepetzotlán and look very happy. That night, they talk in the kitchen and return to their house the next morning.

II. With the last text, answer the next questions.

1. Where is the family from?

2. Is the father a doctor?

3. Do the children like to stay with their friends all day?

4. Where does the family go camping?

5. How many days do they stay in Tepetzotlan?

6. What activities does the family do on their first day in Tepetzotlán?

III. With the list of verbs complete the next sentences.

reading / walking / watching / daydreaming / eating

1. My dad is **driving** the car very fast.



2. I am in math class, but I am _____.
I don't understand.



3. She is _____ in the forest.



4. They are _____ hamburgers and salad.



5. His mom is _____ a movie and his dad is _____ a book.



Learning activity 4

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Find the mistake in each sentence. Rewrite the sentences in the correct form.

Example: Oscar **are** cooking the breakfast. Oscar **is** cooking the breakfast.

1. Bruno is sing at the concert.

2. Carmen and Aldo is getting married.

3. Ainara am doing her homework.

4. Marco are selling his house.

5. Gerardo is takiing a shower.

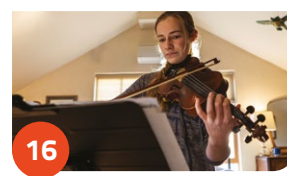
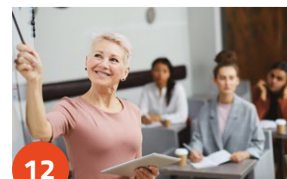
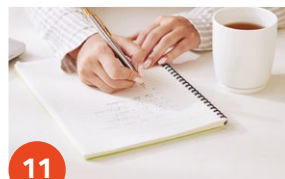
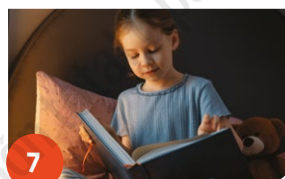
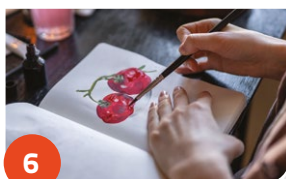
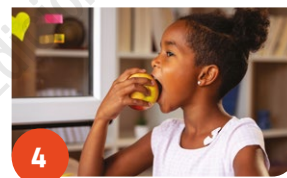
Independent learning activity LA

Listening for gist / for detail | Track 2 L

I. Listen and repeat the next vocabulary.

1. Driving	2. Writing	3. Singing	4. Reading
5. Playing the violin	6. Playing	7. Teaching	8. Speaking
9. Running	10. Painting	11. Eating	12. Digging
13. Playing soccer	14. Dancing	15. Drinking	16. Kicking

II. Look at the pictures and match the last vocabulary with them.



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

5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____

13. _____
14. _____
15. _____
16. _____

III. Write sentences using the last vocabulary in present continuous.

Independent Study IE

Rewrite the sentences. Write the correct affirmative present continuous form.

Example: I – eat – hamburgers.
I am eating hamburgers.



1. She – paint – landscapes.

2. He – shop – for – new – clothes.

3. They – sell – handmade crafts.

4. I – send – a letter for my father.

5. Gael – arrive – Madrid.

6. They – explore – the forest.

7. Candy – fish – river.

8. I – bake – bread.

9. Christian – hike – mountains.

10. Carlos – design – beautiful houses.

I. Choose the correct answer. Use the present continuous.

1. I _____ (study) English for the exam.
 a. am studying b. am studing c. are studing
2. He _____ (sing) in the party.
 a. is singing b. are singing c. am singing
3. Janeth and Ricardo _____ (travel) around the world.
 a. is traveling b. are traveling c. am traveling
4. Your grandmother _____ (cook) a delicious soup.
 a. are cooking b. am cooking c. is cooking
5. They _____ (work) in the police station.
 a. are working b. is working c. am working

II. Write five sentences in Present Continuous in affirmative form.

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

III. Write the correct form of the verb *to be* (*am, are, is*) and the verb with the *-ing* ending for the next sentences.

1. Leticia _____ a coffee in her kitchen. (drink)
2. They _____ soccer in the garden. (play)
3. I _____ pizza. (eat)
4. Jeremy _____ mathematics. (teach)
5. It _____ outside. (rain)
6. We _____ the dinner. (cook)
7. The grandfather _____ the newspaper. (read)
8. You _____ your uniform. (wash)
9. The bird _____ (fly)
10. It _____ outside. (freeze)



PROGRESSION 2

Use the Presente Continuous in negative and interrogative form to deny and questions actions that are happening at the moment with texts, stories, cartoons and storytellings.

Goals	Categories	Subcategories
<p>L2. Identifies specific information that is requested. Understands the main idea of an oral conversation and identifies the verb tense used. Can understand simple questions that ask for information about concrete situations. Adequately interprets basic oral information received, as long as the interlocutor speaks slowly and clearly and is willing to cooperate.</p> <p>S2. Understands and communicates orally using basic expressions and correct verb tenses according to the given context. Participates in simple conversations. Asks and answers simple questions with very brief expressions prepared in advance.</p> <p>R2. Understands simple, frequently used written texts. Recognizes basic words and phrases about actions happening at the moment of speaking, that have finished at a specific time in the past, or that are intended to be performed. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts on concrete topics. Accesses brief and simple written texts that provide an enjoyable reading experience.</p> <p>W2. Writes sentences or short texts on topics of interest. Correctly uses spelling and punctuation rules. Appropriately employs the verb tense in which the action being described occurs, as well as time expressions. Uses connectors appropriately to provide sequence in the text when required.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion.

Choose the correct answer.

1. I _____ a book in my bedroom.
a. am read b. am reading c. is reading
2. Pedro _____ a delicious pizza for the party.
a. is buying b. am buying c. is buy
3. Ana and Claudia _____ for the English text.
a. is not studying b. am not studying c. are not studying
4. _____ Brenda _____ the conference?
a. is / listening b. are / listening c. is / listen
5. Jereny and Noe _____ soccer in the garden.
a. are not playing b. arenot playing c. areno't playing
6. It _____.
a. is rain b. am rain c. is raining
7. You _____ a shower.
a. are taking b. are takingen c. are take
8. _____ he _____ his room?
a. is / cleaning b. is / clean c. am /cleaning
9. _____ Matias _____ in his book?
a. are / drawing b. is / drawing c. am / drawing
10. Megan _____ with her dolls.
a. is not playing b. isnot playing c. isno't playing

Present Continuous in Negative form

The structure of the present continuous in the negative form is:

S +	verb to be (am, are, is) +	not +	verb - ing +	complement.
I	am	not	speaking	with my mother.

- Remember the contractions of the verb *to be* with not.

I am not - I'm not

You, We, they are not / You, We, they aren't / You, We, they're not

He, she, it is not / He, she, it isn't / He, she, it's not

Example:

You **are not talking** with your friends.

She **isn't** exercising.

They're **not driving** the car.



Present Continuous in Interrogative form

The structure of the present continuous in the interrogative form is:

Verb to be (am, are, is) +	S +	verb - ing +	complement?
Am	I	speaking	with my mother?

Example:

Are you **talking** with your friends?

Is he **exercising**?

Are they **driving** the car?



Learning activity 1

LA

Listening & Writing | Track 3

L

- I. Listen to the next conversation. Underline the negative and interrogative sentences in *Present Continuous*.

Mom: Ana, What are you doing?

Ana: Mom I am cleaning my room.

Mom: Why are you not washing the dishes?

Ana: Because I don't have time.

My bedroom is very dirty and I am cleaning everything.

For example, I am putting away my dolls, I am sorting my clothes, and I am cleaning my closet.

Mom: OK, but you are not washing the dishes, and you have not studied.

Ana: OK, Mom. I'm almost done.



- II. Write five questions using present continuous and answer with negative form.

Example: *Is Pedro cooking a soup? No, he is not cooking a soup.*

Learning activity 2

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Look at the pictures and describe them, using *Present Continuous* in affirmative, negative and interrogative form.



Are they studying?

No, they are not studying.

They are playing soccer.









Read the following text and determine if the statements are true or false.



HOME

ABOUT

GALLERY

CONTACT

Vancouver



Do you take vacations?

Do you like to travel?

Then this information is for you!

Vancouver is waiting for you.

Yes, Vancouver is the perfect place for a wonderful vacation.

I have been living here for 10 years, and I have a beautiful life.

The weather here is great; it's cold but doesn't freeze.

Some months, it rains, but only a little. You can still go out and do your daily routines.

There are many beautiful places that you and your family can visit, such as theaters, museums, parks, zoos, waterfalls, rivers, and mountains. In the winter, there are a lot of activities to do in the snow, as well as many other places and things to enjoy.

Right now, I am writing from one of the most beautiful suspension bridges, "Capilano." I am drinking a hot chocolate from Tim Hortons. Here, I don't feel unsafe. In Vancouver, you don't feel worried; life is relaxing.

If you want more information, write to me, and I can tell you more about Vancouver.

See you soon! Bye!



Statements	True	False
The weather is cold.		
There are not many beautiful places.		
In the winter, there are a lot of activities to do.		
There is a suspension bridge called Capilano.		
In Vancouver, you feel safe.		



Speaking Fluency, Using Function & Pronunciation

S

I. Listen and repeat the next vocabulary.

1

Coffee

2

Rice

3

Ice cream

4

Meat

5

Cake

6

Water

7

Salad

8

Seafood

9

Chicken

II. Write the last vocabulary in the correct image.

1



2



3



4



5



6



7



8



9



I. Read and listen the text.



Karen: Hello Clau, how are you?

Claudia: Hi Karen, I'm fine, thanks. And you?

Karen: I'm at home. I'm writing because I want you to come over for a meal.

Claudia: Really? What are you cooking?

Karen: I'm cooking seafood, my mom is preparing rice, and my dad is making delicious fruit water.

Claudia: And where is your brother? Is he doing anything?

Karen: No, he's not doing anything. He's going to buy dessert.
He's going to buy ice cream.

Claudia: That sounds amazing!

Karen: Yes, so would you like to come?

Claudia: Yes, of course. See you in an hour.

Karen: Okay, see you later!

II. Answer the following questions.

1. Where is Karen?

2. What is Karen and her family cooking?

3. Is Karen's brother cooking?

4. What is Karen's brother going to buy?



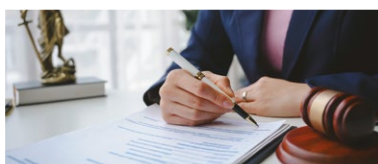
- I. Complete the sentences with the correct form of the *Present Continuous* in negative form:

Example: Nuria is not working in the restaurant. (not work)



- Narda _____ to Seattle. (not travel)
- Osmar and Oscar _____ pizza. (not eat)
- Maria, Claudia, and Gloria _____ a movie. (not watch)
- Einar _____ soccer with his friends. (not play)
- I _____ with my boyfriend. (not talk)

- II. Correct the mistakes and write the sentences in the correct form.



1. The president does not sign the contract.



2. The actors is not working.



3. Does the teacher check the projects?



4. Are the dog running in the garden?



5. I do not read a book.

Learning activity 7

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

- I. Write a paragraph describing what is happening in your classroom right now.

Socio-emotional support SES

Using the negative form of the Present Continuous, students describe what is not happening and how they feel about it (for example, "They aren't talking, and I feel lonely" or "They aren't working, and I feel worried").

- II. Write an answer for the following questions.

Example:

Is she writing a letter?

No, she is not. She is reading.



1. Is he running?

2. Are they talking?

3. Are you studying? / Am I studying?

4. Is she traveling?

5. Are they eating?

Independent Study IE

Look at the picture and answer the questions. Use full sentences and the correct affirmative or negative form.

Example:

1. Are they eating pizza?

No, they aren't eating pizza.

They are doing exercise.



2. Is he reading a book?

3. Are they working?



4. Is she sleeping?

5. Are they watching a movie?



6. Is he running in the park?

I. Write a short text describing what is happening in your house right now.

II. Match the following images with the correct sentence.



___ They are running.

___ They are watching a movie.

___ He is walking.

___ She is singing.

___ She is cleaning her room.

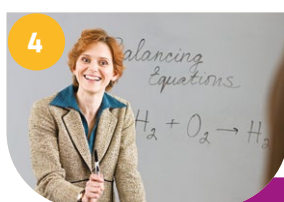
___ He is taking a shower.

III. Write sentences according to the pictures using the Present Continuous tense.













PROGRESSION 3

Use the simple past tense of the verb *to be* (*was, were*) in its affirmative form to describe states, attributes, or characteristics of yourself and others, as well as places, objects, and events through strategies such as readings or dialogues.

Goals	Categories	Subcategories
<p>L2. Identifies specific information that is requested. Understands the main idea of an oral conversation and identifies the verb tense used. Can understand simple questions that ask for information about concrete situations. Adequately interprets basic oral information received, as long as the interlocutor speaks slowly and clearly and is willing to cooperate.</p> <p>S2. Understands and communicates orally using basic expressions and correct verb tenses according to the given context. Participates in simple conversations. Asks and answers simple questions with very brief expressions prepared in advance.</p> <p>R2. Understands simple, frequently used written texts. Recognizes basic words and phrases about actions happening at the moment of speaking, that have finished at a specific time in the past, or that are intended to be performed. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts on concrete topics. Accesses brief and simple written texts that provide an enjoyable reading experience.</p> <p>W2. Writes sentences or short texts on topics of interest. Correctly uses spelling and punctuation rules. Appropriately employs the verb tense in which the action being described occurs, as well as time expressions. Uses connectors appropriately to provide sequence in the text when required.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion.

I. Complete the next sentences.

1. I ____ born in 1989.

a. Was

b. Were

c. Am



2. She ____ a great scientist.

a. Was

b. Were

c. Am



3. They ____ good friends.

a. Was

b. Were

c. Am

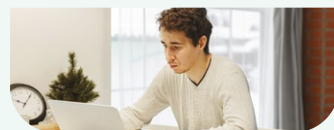


4. My brother ____ an excellent student.

a. Was

b. Were

c. Am



5. You ____ my teacher.

a. Was

b. Were

c. Am



II. Order the words to complete the sentences:

1. Mexico – Memo Ochoa – in – born – was.

2. friend – She – best – her – was.

3. was – a – I – good – player – soccer.

4. week – They – the – were – last – in – party – the.

5. Friends – my – were – from – france.

Simple Past

The simple past of **to be** has two forms: *was* and *were*.

Subject + to be (was/were) + complement.

I / He / She / It was happy at the party.

You / We / They were happy at the party.



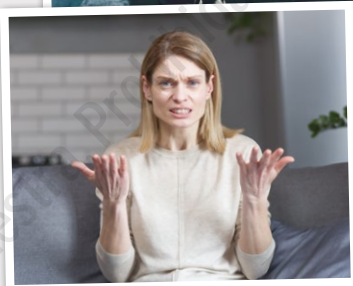
Examples:



I **was** sick last month.



You **were** at the park last night.



She **was** angry in the morning.



They **were** in their houses at night.

I. Read and listen to the following biography.

Michael

Jackson



Michael Joseph Jackson was born in Gary, Indiana, on August 29th. He was one of the most famous singers and was dubbed *The King of Pop*. He started his career in the 1960s with the *Jackson 5* alongside his brothers. In the 1980s, Jackson began to gain even more fame, with his music videos becoming more popular. Some of his most famous songs include *Beat It*, *Billie Jean*, and *Thriller*.

In 1987, he released *Bad*, one of his most successful albums, with songs like *Just Can't Stop Loving You*, *Bad*, and *The Way You Make Me Feel*.

Thriller was his most popular song, selling more than 40 million copies, and it remains the best-selling album in history.

He was married to Lisa Marie Presley, the daughter of Elvis Presley, but their marriage lasted less than two years.

His life and career were the subject of a four-part docuseries.

II. Read the text again and answer the questions.

1. When was Michael Jackson born?

2. Where was he born?

3. What was his most popular album?

4. What was his most popular song?

Speaking Fluency, Using Function & Pronunciation S

- I. Write a short paragraph about a famous person using the simple past. Use *was* and *were* to describe him/her or them. Then, in class, try to guess who the famous person is.

Socio-emotional support SES

Think of a moment when you felt happy or sad. Complete the sentences:

"I was _____ when _____."

"I was with _____ and we were _____."

- II. Imagine that you were a famous person a few years ago and present your biography in front of the classroom.

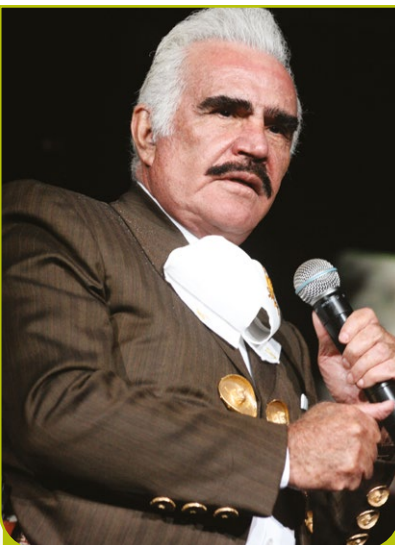
Example:

I was one of the most famous painters. I was born in ... (continue with the biography).

Read the information about remarkable people from the past and complete the details.



Octavio Paz Lozano was a Mexican writer, poet, and diplomat. He was born on March 31, 1914. He won the Nobel Prize in Literature in 1990. He died on April 19th, 1998, in Mexico City.



Vicente Fernández Gómez was one of the most famous singers and actors in Mexico. He was born on February 17, 1940, in Guadalajara, Jalisco. He died on December 12th, 2021, in Guadalajara, Jalisco, at the age of 81.



Pedro Infante Cruz was a Mexican actor and ranchera singer. He was born on November 18, 1917, in Mazatlán, Mexico. He died in an airplane crash near Mérida, Mexico, on April 15th, 1957, at the age of 39.

<p>Name:</p> <p>Occupation:</p> <p>Date of birth:</p> <p>Date of death:</p>	<p>Name:</p> <p>Occupation:</p> <p>Date of birth:</p> <p>Date of death:</p>	<p>Name:</p> <p>Occupation:</p> <p>Date of birth:</p> <p>Date of death:</p>
---	---	---

Order the words and add *was* or *were* to form affirmative sentences in the simple past.

Example:

party – My – at – friend – the.
My friend was at the party.



1. famous – They – very – famous.

2. I – happy – zoo – at – the.

3. bored – We – in – class – the.

4. yesterday – I – sick.

5. She – busy – with – her – job.

6. tired – very – after – They – trip – the.

7. at – We – excited – concert – the.

8. on – book – interesting – The – table – the.

9. last – He – late – meeting – the – for.

10. teacher – My – helpful – with – homework – my.

- I. Read and listen to the song *Set Fire to the Rain* by Adele.
- II. Underline *was* and *were*.

Know more

QR

tinyurl.com/2fxnbuty

Set Fire to the Rain

I let it fall, my heart
And as it fell, you rose to claim it
It was dark, and I was over
Until you kissed my lips and you saved me
My hands, they were strong
But my knees were far too weak
To stand in your arms
Without falling to your feet
But there's a side to you
That I never knew, never knew
All the things you'd say
They were never true, never true
And the games you'd play
You would always win, always win
But I set fire to the rain
Watched it pour as I touched your face
Well, it burned while I cried
Cause I heard it screaming out your name
Your name
When I lay with you
I could stay there, close my eyes
Feel you here forever
You and me together, nothing gets better
Cause there's a side to you
That I never knew, never knew
All the things you'd say
They were never true, never true
And the games you'd play
You would always win, always win
But I set fire to the rain
Watched it pour as I touched your face

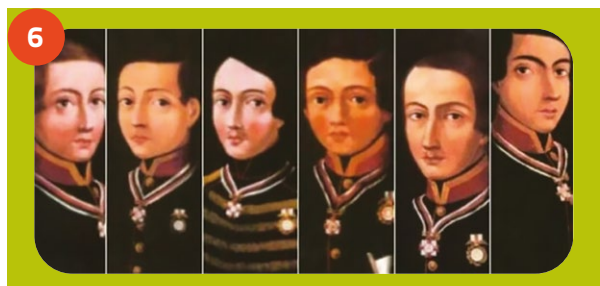
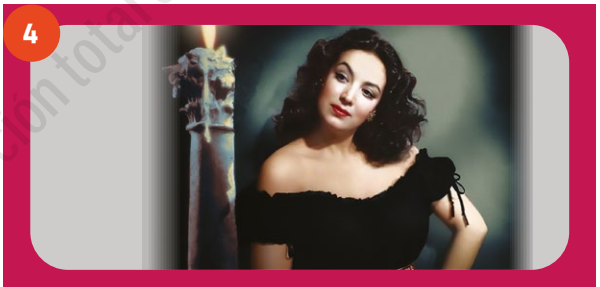
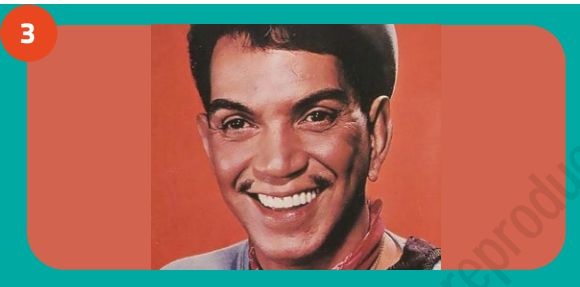
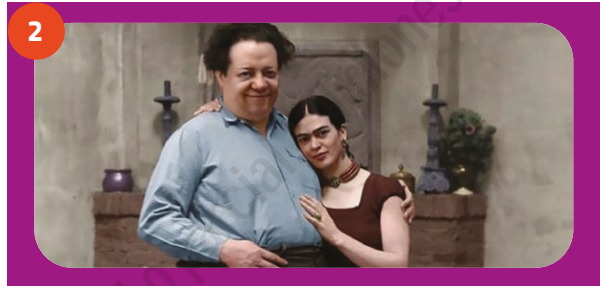
Well, it burned while I cried
Cause I heard it screaming out your name
Your name
I set fire to the rain
And I threw us into the flames
When we fell, something died
Cause I knew that that was the last time
The last time
Sometimes I wake up by the door
That heart you caught must be waiting for you
Even now, when we're already over
I can't help myself from looking for you
I set fire to the rain
Watched it pour as I touched your face
Well, it burned while I cried
Cause I heard it screaming out your name
Your name
I set fire to the rain
And I threw us into
the flames
When we fell,
something died
Cause I knew that that was the last time
The last time
Oh, oh, no
Let it burn
Oh, oh, oh
Let it burn
Let it burn



Speaking Fluency, Using Function & Pronunciation

S

- I. Look at the following pictures. They were famous people.
- II. Write sentences using *was* or *were* and read them in the classroom.
- III. In class, you can ask questions about the person. For example:
 - How was he/she?
 - Where was he/she born?
 - When was he/she born?



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

5. We was not studying in our house.

- I. Listen and complete the conversation, using the verb *to be* (*was / were*) in its correct form.

Elsa: Hello, Ricardo! How are you?

Ricardo: I am very tired.

Elsa: Why are you tired?

Ricardo: I slept a few hours.

Elsa: Why did you sleep so few hours?
Were you ill?

Ricardo: No, I _____ not ill.
Yesterday, I _____ at a party with my friends.

Elsa: Where _____ you?

Ricardo: We _____ in Cholula.

Elsa: _____ the party amazing?

Ricardo: Yes, the party _____ amazing.

Elsa: OK, Ricardo, you need to sleep.

Ricardo: Thank you, Elsa. See you later.

Elsa: Bye, Ricardo.



- II. Answer the questions about the last conversation.

1. How is Ricardo?

2. Why was Ricardo tired?

3. Why did Ricardo sleep so few hours?

4. Where did he go?

5. How was the party?

I. Listen to the following conversation.

Saulo: Hello, Dzoara.

Dzoara: Hi, Saulo. How are you?

Saulo: I am sad and tired.

Dzoara: Why are you sad and tired?

Saulo: Because I was very busy in the morning, selling hamburgers at DaLiMa, my workplace.

Dzoara: Were you working alone?

Saulo: Yes, my assistant was working in another place, so she couldn't help me, and my sons were at school.

Dzoara: That must have been a big problem.

Saulo: Yes, it was a big problem.

Dzoara: Now you need to relax and sleep.

Saulo: Yes, I am going to go home and sleep for a while.

Dzoara: See you, Saulo. I hope you can get some rest.

Saulo: Goodbye, Dzoara. Thanks.

II. Answer the following questions:

1. How was Saulo?

2. Why was Saulo sad and tired?

3. Was he working alone?

4. Why was he working alone?

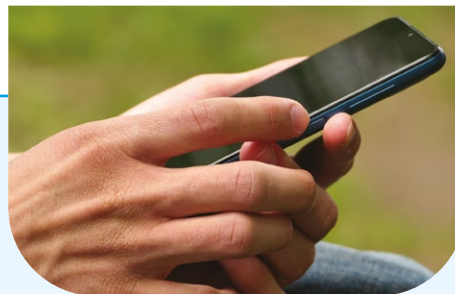
III. Write sentences using the *Simple Past* of the verb *to be* (*was, were*):

Example: I was happy in the morning at my house.

- IV. Write a paragraph describing a famous person from a few years ago using the verb *to be* (*was/were*) in the Simple Past tense. Then, present your character to the class.**

- V. Order the words to complete the sentences.**

Example: my – cellphone – was – It
Correct: *It was my cellphone.*



- 1.** in – the – handsome – was – high – He – school.

- 2.** team – They – soccer – were – the – best.

- 3.** very – were – We – good – friends.

- 4.** In – the – school – you – were – intelligent – most – the.

- 5.** elementary – in – I – was – school – the – short – very.

PROGRESSION 4

Use the past tense 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.

Goals	Categories	Subcategories
<p>L2. Identifies specific information that is requested. Understands the main idea of an oral conversation and identifies the verb tense used. Can understand simple questions that ask for information about concrete situations. Adequately interprets basic oral information received, as long as the interlocutor speaks slowly and clearly and is willing to cooperate.</p> <p>S2. Understands and communicates orally using basic expressions and correct verb tenses according to the given context. Participates in simple conversations. Asks and answers simple questions with very brief expressions prepared in advance.</p> <p>R2. Understands simple, frequently used written texts. Recognizes basic words and phrases about actions happening at the moment of speaking, that have finished at a specific time in the past, or that are intended to be performed. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts on concrete topics. Accesses brief and simple written texts that provide an enjoyable reading experience.</p> <p>W2. Writes sentences or short texts on topics of interest. Correctly uses spelling and punctuation rules. Appropriately employs the verb tense in which the action being described occurs, as well as time expressions. Uses connectors appropriately to provide sequence in the text when required.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion.

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

1. He _____ my teacher.

a. Was not

b. Were not

c. Wasn't



2. They _____ in the hospital.

a. Was not

b. Wasn't

c. Were not



3. I _____ in love the last month.

a. Was not

b. Wasn't

c. Wasn't

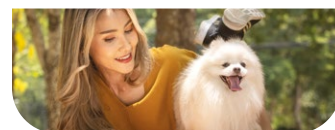


4. It _____ my pet Kiara.

a. Was not

b. Wasn't

c. Wasn't

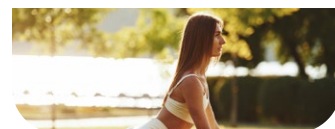


5. Aide _____ in Cancun the last weekend.

a. Was not

b. Wasn't

c. Wasn't



6. We _____ fantastic in our house.

a. Were not

b. Weren't

c. Weren't



7. Luis Carlo _____ tired in Colombia.

a. Was not

b. Wasn't

c. Wasn't



8. I _____ happy at the party.

a. Was not

b. Wasn't

c. Wasn't



9. Luis and Joe _____ thirsty in the park.

a. Were not

b. Weren't

c. Weren't



10. Roberto _____ sick yesterday.

a. Was not

b. Wasn't

c. Wasn't



The *Simple Past* of the verb *to be* in negative form

The simple past of *to be* has two forms: **was** and **were**.
The negative form uses **not**.

Grammar:

Subject +	to be (was/were)+	not+	complement.
I / He / She / It	was	not	happy at the party.
You / We / They	were	not	happy at the party.

Remember that most of the time, contractions (shortened forms) are used in negative sentences:

Was not = wasn't

Were not = weren't

Examples:

I was not late for work this afternoon.

I wasn't late for work this afternoon.

They were not at the party last weekend.

They weren't at the party last weekend.

The simple past of the verb *to be* in interrogative form:

In order to ask a question in the simple past of the *verb to be* (*was*, *were*), the verb needs to come at the beginning of the sentence.

Were you happy at the zoo?

Was he tired at his job?

Was she my girlfriend?

Were they doctors?



Learning activity 1

LA

Listening for gist / For detail | Track 9

L

- I. Listen to the next conversation and underline in the text the verb *to be* in the simple past in negative form (*was not* / *were not*).

Carmen: Hi, Honey. How are you?

Ainara: Hi Mom, I am happy and tired.

Carmen: Why? Would you like to tell me?

Ainara: Yes, Mom. Yesterday at school, I had a dance competition with my friends. Everything turned out wonderful for us. My friends and I were so happy yesterday, we won the first place, but we were really tired from the rehearsals and even more so from yesterday's preparation. But we were happy at all moments.

Carmen: I was not in your competition because I was at my job. My boss was not at the office, so I couldn't go to the school with you.

Ainara: Don't worry, Mom. My dad was with me. My uncles were not at the school either.

Carmen: Were your friends' parents at the school?

Ainara: No, Mom, they weren't either.

Carmen: I promise that for the next time, I will be the first to enter the school.

Ainara: Thank you, Mom.

- II. Answer the questions:

1. Was Ainara happy and sick yesterday?

2. Did Ainara and her friends win the competition?

3. Was her mom in the competition with Ainara?

4. Were her uncles at the school?

5. What did her mom promise to Ainara?

Learning activity 2

LA

Speaking Fluency, Using Function & Pronunciation

S

In your notebook draw your grandparents and describe them. Use the simple past of the verb *to be* (*was not*, *were not*). Then, read your description in class.

Socio-emotional support SES

Think about your grandparents (or a meaningful family figure). Reflect on their influence in your life. Share one memory or lesson you learned from them and how it shapes you today.

I. Read the following text.

He was Edson Arantes do Nascimento. He was born in Brazil on October 23, 1940, and he died on December 29th, 2022. He was better known by his nickname *Pelé*. He was a Brazilian professional soccer player and one of the most successful and popular sports figures of the 20th century. In 1999, he was named Athlete of the Century by the International Olympic Committee. He was included in Time's list of the 100 most important people of the 20th century. In 2000, *Pelé* was voted World Player of the



Century by the International Federation of Football History and Statistics (IFFHS).

He was one of the two joint winners of the FIFA Player of the Century award. He scored 1,279 goals in 1,363 games, including friendlies. He was recognized with a Guinness World Record.

During his international career, he won three FIFA World Cups: 1958, 1962, and 1970. He was the only player to do so and the youngest player to win a World Cup. With 77 goals in 92 games for Brazil, *Pelé* held the record as the national team's top goalscorer for over fifty years.

II. Answer the following questions:

1. What was his name?

2. Was he born in Mexico?

3. When did he die?

4. What was his nickname?

5. Was he a professional tennis player?

6. What was his profession?

7. How many games did he play?

8. Did he win four FIFA World Cups?

9. Did he score 900 goals in his career?





Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.

Learning activity 4

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Change the following sentences into negative and interrogative forms.

Example:

He was Edson Arantes do Nascimento.

- He was not Edson Arantes do Nascimento.
- Was he Edson Arantes do Nascimento?

1. He was born in Brazil on October 23, 1940.

2. He was a Brazilian professional soccer player.

3. He was named Athlete of the Century by the International Olympic Committee.



4. He was one of the two joint winners of the FIFA Player of the Century.

5. He was better known by his nickname *Pelé*.

Learning activity 5

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Draw a famous person and write a description of him/her. You need to use the verb *to be* in the past simple (*was/were*) in the negative form. Then, read your description in class.

Learning activity 6

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Complete the sentences with the simple past of the verb *to be* (*was/were*) in negative or interrogative forms.

Example:

I _____ not scared in my house.

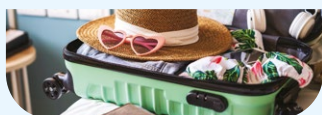
I *was* not scared in my house.



1. _____ he hungry at the party?



2. We _____ excited at the concert. (negative)



3. _____ she delighted with the travel?



4. My dad _____ proud in school. (negative)



5. _____ they bored at the soccer game?

Learning activity 7

LA

Reading Scanning & Skimming

R

Read the questions. Draw lines to match them with the correct answer.

1. Was she embarrassed in her presentation?

a. No, I was not. I was furious.

2. Were you angry with your mom?

b. No, I was not.

3. Were they delighted at the party?

c. Yes, she was.

4. Was I enthusiastic?

d. No, she was not. She was happy in her presentation.

5. Was she in love with your brother?

e. No, I was not.

6. Are you worried about your exam?

f. No, they were not.

Independent Study IE

- I. Unscramble the following words to form the correct adjectives. Write the correct word next to the scrambled one.

- | | |
|-------------------|--------------------|
| 1. erusvon: _____ | 6. tho: _____ |
| 2. kcis: _____ | 7. gnayr: _____ |
| 3. styriht: _____ | 8. uuooirfs: _____ |
| 4. unhgry: _____ | 9. sda: _____ |
| 5. dlco: _____ | 10. idceetx: _____ |

- II. With the last adjectives, write sentences in the simple past of the verb *to be* (*was, were*) in negative and interrogative form.



1. Nervous

Negative: _____
Interrogative: _____



2. Sick

Negative: _____
Interrogative: _____



3. Thirsty

Negative: _____
Interrogative: _____



4. Hungry

Negative: _____
Interrogative: _____



5. Cold

Negative: _____
Interrogative: _____

I. Read to the conversation.

Fabiola: Hello, Laura. How are you?

Laura: Hi, Fabiola. I'm tired. And you?

Fabiola: I'm at home, but I want to know why you didn't go to the party yesterday. It was fantastic.

Laura: I know. I saw photos on your Facebook.

Fabiola: Yes, it was amazing. I was happy all night. I was dancing with Luis, my boyfriend. Don't worry, your boyfriend was not dancing. He wasn't happy; he looked worried.

Laura: Why did he look like that?

Fabiola: He was not happy, he was concerned.

Laura: Oh, sorry. I didn't have the chance to call him and tell him that I couldn't go to the party.

Fabiola: Why couldn't you go to the party?

Laura: My parents were sick. They were in the hospital. In the afternoon, they started to feel bad.

Fabiola: Were they in the hospital? Oh, I'm sorry, Laura. And how are they now?

Laura: They're feeling better. Now we are at home. Now we're at home. We just need to relax and try to get some sleep.

Fabiola: That's true. I'll call you back tonight.

Laura: Thank you.

Fabiola: Bye.

**II. Answer the questions.**

1. How is Laura?

2. Was Laura at the party yesterday?

3. Where was Laura yesterday?

4. Why was Laura in the hospital?

5. How was the party?

6. Was Fabiola angry at the party?

7. Was Laura's boyfriend dancing at the party?

8. Were Laura's parents in the hospital yesterday?

PROGRESSION 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.

Goals	Categories	Subcategories
<p>L2. Identifies specific information that is requested. Understands the main idea of an oral conversation and identifies the verb tense used. Can understand simple questions that ask for information about concrete situations. Adequately interprets basic oral information received, as long as the interlocutor speaks slowly and clearly and is willing to cooperate.</p> <p>S2. Understands and communicates orally using basic expressions and correct verb tenses according to the given context. Participates in simple conversations. Asks and answers simple questions with very brief expressions prepared in advance.</p> <p>R2. Understands simple, frequently used written texts. Recognizes basic words and phrases about actions happening at the moment of speaking, that have finished at a specific time in the past, or that are intended to be performed. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts on concrete topics. Accesses brief and simple written texts that provide an enjoyable reading experience.</p> <p>W2. Writes sentences or short texts on topics of interest. Correctly uses spelling and punctuation rules. Appropriately employs the verb tense in which the action being described occurs, as well as time expressions. Uses connectors appropriately to provide sequence in the text when required.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion.

Choose the correct option to complete the sentences using *there was* or *there were* in the past tense.

1. _____ a ruler on the desk.

a. There was

b. There were

c. There's



2. _____ two books in the school bag.

a. There was

b. There were

c. There's



3. _____ two chairs in the classroom.

a. There was

b. There were

c. There's



4. _____ a notebook on the chair.

a. There was

b. There were

c. There's



5. _____ five students at school.

a. There was

b. There were

c. There's



6. _____ one classroom open at the school.

a. There was

b. There were

c. There's



7. _____ ten teachers in the office.

a. There was

b. There were

c. There's



8. _____ a party in the classroom.

a. There was

b. There were

c. There's



9. _____ five colors on the desk.

a. There was

b. There were

c. There's



10. _____ a blackboard on the wall in the classroom.

a. There was

b. There were

c. There's



Use of *There Was* and *There Were*

Theory and Examples

Definition:

There was and *there were* are used to express the existence of something in the past. They follow the same structure as *there is* and *there are* in the present tense.

- **There was:** Refers to a singular object or situation in the past.
- **There were:** Refers to plural objects or situations in the past.

Grammar Structure:

The verb *to be* is used in the past tense with the word *there*.

- **Singular** = There was
- **Plural** = There were

1. Affirmative Form

Structure:

There + verb *to be* (past) + complement

Examples:

- **Singular:** There was a pencil on the desk.
- **Plural:** There were two pencils on the desk.

2. Negative Form

Structure:

There + verb *to be* (past) + not + complement

Examples:

- **Singular:** There was not a pencil on the desk.
- **Plural:** There were not two pencils on the desk.

Contraction Forms:

- **Singular:** There was not → There wasn't
- **Plural:** There were not → There weren't

3. Interrogative Form

Structure:

Verb *to be* (past) + there + complement + ?

Examples:

- **Singular:** Was there a pencil on the desk?
- **Plural:** Were there two pencils on the desk?

Examples:

1. Affirmative:

- There was a party last night.
- There were many students in the classroom.

2. Negative:

- There wasn't a phone on the table.
- There weren't any chairs in the room.

3. Interrogative:

- Was there a book on the desk?
- Were there any apples in the basket?
- By understanding these structures, you can effectively describe past events or situations!



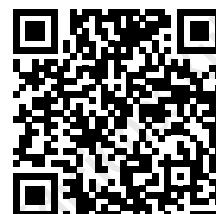
Listen to the song *Till There Was You* by The Beatles. As you listen, underline every instance of *there was* and *there were* found in the lyrics.

Till There Was You

The Beatles

Know more QR

tinyurl.com/2ubpscxh



There were bells on a hill,
But I never heard them ringing,
No, I never heard them at all,
Till there was you.

There were birds in the sky,
But I never saw them winging,
No, I never saw them at all,
Till there was you.

Then there was music, and wonderful roses,
They tell me, in sweet fragrant meadows,
Of dawn and dew.

There was love all around,
But I never heard it singing,

No, I never heard it at all,
Till there was you.

Then there was music, and wonderful roses,
They tell me, in sweet fragrant meadows,
Of dawn and dew.

There was love all around,
But I never heard it singing,
No, I never heard it at all,

Till there was you.

Till there was you.

Look at the picture. Write sentences using *There was*, *There were*, *There was not*, and *There were not*. Then, share your sentences with the class.

Socio-emotional support SES

Think about a teacher who had a positive impact on your life. Write a sentence using "There was" or "There were" to describe something special about that teacher. Share with a classmate how they made you feel.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.



Learning activity 3

LA

Reading Scanning & Skimming

R

I. Read the following story.

Hi, my name is Carlos. I am 35 years old. I am from Puebla. I live with My wife, Rosario, my son, Fernando, and my daughter, Karla. I love The school where I studied in high school, so I sometimes talk about my school with my family. I mention some characteristics it had. It was Bachillerato *Héroes de Puebla*. There were twenty-five teachers and six secretaries. There were ten classrooms. There were two toilets, one for women and one for men. In the classrooms, there were two windows, and there was one door. In the classroom, there was no fun. In the classroom, there were fifteen chairs and fifteen tables for the students.



There was a desk for the teacher, and there was one blackboard. In the school, There was no soccer field. The school had two gates. My school was very beautiful. I sometimes talk to my children about my school.

II. Underline the sentences with *there was*, *there were*, *there was not*, and *there were not* and write them down.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Ediciones Kukulcán, as the first Mexican educational publisher to sign the Publishers' Pact for the SDGs, has designed its Community Educational Projects in alignment with the 2030 Agenda and the principles of the New Mexican School. From the outset, you will be able to adapt these projects to your local context, promoting inclusive, equitable, and sustainable education.



1. **Work in pairs:** Pair up with a classmate and explore the area where the garden will be established at your school.
2. **Explore the space:** Walk around the designated area and observe what is currently happening. Think about how this space looked in the past, how it is used today, and how it might look in the future.
3. **Write or present a report:** Your task is to write or present your findings based on your observations. The report should include:
 - **Present Continuous:** Describe what is happening in the space right now (e.g., "Students are walking around the garden." or "Gardeners are planting flowers.").
 - **Simple Past with was/were:** Compare how the place was before (e.g., "Last year, there were no plants here." or "The area was empty before the garden was built.").
 - **There was / There were:** Mention any existing or missing resources (e.g., "There were no benches in the garden before." or "There were a lot of students in the garden last week.").
4. **Presentation:** Once you've finished your report, present your findings to the class. Share what you observed, Compare the past and present states of the space and discuss any ideas for improvement or further development.

Kukulcán Model: Education for Transformative Action

MK

This activity not only helps you learn English, but also connects to important global goals that focus on creating a better, more sustainable world. As you explore the school's potential for transformation, you will be contributing to the following Sustainable Development Goals (SDGs):



SDG 11: Sustainable cities and communities

By planning a garden for the school, you'll understand the importance of green spaces for improving air quality, biodiversity, and the overall environment. Green spaces are essential for creating sustainable communities.



SDG 3: Good Health and well-being

Gardens and green spaces are good for your mental and physical health. They reduce stress, promote relaxation, and offer a space for outdoor learning. You'll learn how these spaces can benefit you and your peers.



SDG 13: Climate action

This activity will teach you how green spaces help combat climate change by improving the environment around you. Your efforts will demonstrate how small changes can have a big impact on the environment.



SDG 4: Quality education

Through this activity, you will improve your teamwork, communication, and critical thinking skills. You will also see how education can be applied to real-world problems, like improving the environment around you.

Impact on your family and community

By sharing your findings with your families, you can help them become more aware of environmental issues and inspire them to take action, whether by creating a garden at home or adopting sustainable habits. The changes you implement in the school garden can also inspire local organizations and the community to work together to improve the environment.

This is your chance to make a positive impact on your school, family, and community. Let's work together to create a better, more sustainable future!

Listen and read the next text and answer the questions.

Rosy: Hi, Ara. How are you?

Ara: Hello, Rosy. I am fine, and you?

Rosy: I am okay. Where are you working now?

Ara: I am working in an elementary school.

Rosy: That sounds wonderful. Do you like being a teacher?

Ara: Yes, I love being a teacher, but I don't like the school where I work. I miss my last job.

Rosy: Why do you miss your last school?

Ara: My last school was a high school. There were two soccer fields. There were ten very big classrooms. There was no café. There was no library, but there were a lot of books in one classroom. It was very big. There were a lot of trees. I miss my last school.

Rosy: I'm sorry to hear that. This school is also beautiful. It is not big, but there is a soccer field. And it's near your house.

Ara: That's true. I don't need to travel by bus.

Rosy: Okay. I hope you like your school soon. You just need to get used to it.

Ara: You are right.

Rosy: I need to go. I hope to see you later.

Ara: Bye, Rosy. See you soon.



1. Where is Ara working now?

2. Does Ara like being a teacher?

3. Does Ara like the new school where she works?

4. Why does Ara miss her last school?

5. What things were there in her last school?

Answer each question carefully. Write your answers in the spaces provided or choose the correct option. Each question is worth 1 point.

1. Complete the sentence with *there was* or *there were*.
 - a. _____ a library in my old school.
 - b. _____ many students in the classroom during the exam.
2. Rewrite the sentences in the negative form.
 - a. There was a big celebration last night.

 - b. There were ten books on the shelf.

3. Write the following sentences in the interrogative form.
 - a. There was a rainbow after the storm.

 - b. There were birds singing in the park.

4. Complete the sentences using the past simple of the verbs in parentheses.
 - a. She _____ (clean) her room before the guests arrived.

 - b. They _____ (not visit) the museum last weekend.

5. Choose the correct option to complete the sentences.
 - a. There _____ (was/were) a delicious cake on the table.
 - b. There _____ (was/were) two dogs playing in the garden.
6. Fill in the blanks with the correct past simple verb.
 - a. He _____ (buy) a new bicycle last month.
 - b. We _____ (not go) to the park because it was raining.
7. Correct the mistakes in the following sentences.
 - a. There were a apple on the desk.

 - b. I didn't watched TV yesterday.

8. Translate the following sentences into English.
 - a. Estaba un gato en la cocina.

 - b. Eran muchas flores en el jardín.

9. Combine the sentences into one using *there was* or *there were*.
 - a. A beautiful beach. / Many tourists walking by the shore.

 - b. A small café in the city. / Great coffee and snacks.

10. Write a short paragraph (3-4 sentences) using *there was* and *there were* to describe your favorite place in the past: (Example: Describe a park, school, or any place you loved visiting.)

Total Score: _____ / 10
Teacher's Comments: