

# Inglés 2

*Arnulfo Cancino Villicaña*



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2da edición

“Proyecta tu futuro”



This book belongs to:



This picture represents a city without communication walls, it's about the creativity, knowledge and different cultures that we have, it was created by AI.





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# Presentation

With great enthusiasm we bring you the second English book of our series and hope you enjoy it as much as the first English book, because we enjoyed putting it together for you and your learning. As you have seen the new English Plan for the high school education integrates the NEM/NMS (Nueva Escuela Mexicana/New Mexican School) and outlines four categories that students are expected to follow throughout their language learning journey. These progressions are organized into categories and subcategories, and they have specific learning goals and trajectories for each level of proficiency. In this presentation, we will provide an overview of each of its categories and subcategories, as well as its learning goals and trajectory.



# New Mexican School



The New Mexican School (NEM) is based on a diagnosis where education was seen as three disconnected cycles: basic education (preschool, primary, and secondary), upper secondary education, and higher education. Based on this diagnosis, a proposal is built with an education that should be understood as lifelong, under the concept of learning how to learn, continuous updating, adaptation to changes, and lifelong learning.

The NEM proposes a 23-year plan across different educational levels, interconnected with each other, where the comprehensive development of children, adolescents, and youth is enhanced, aiming to promote inclusive, pluricultural, collaborative, and equitable excellence in learning throughout their education.

To achieve well-being and prosperity, the NEM is based on the following principles:



**Promotion of identity with Mexico.** Love for the country, appreciation for its culture, knowledge of its history, and commitment to the values enshrined in the Political Constitution are the actions that form this principle.

**Citizen responsibility.** This principle involves the acceptance of personal and collective rights and duties. The respect for civic values by students educated in the NEM is essential to transmit the values of honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude.



**Honesty.** This value is emphasized within the social responsibility of students, which allows the formation of a society based on trust and the foundation of truth in all actions, enabling a healthy relationship among citizens.

**Respect for human dignity.** Promoting the unrestricted respect for the dignity and human rights, based on the conviction of the opportunities, rights, and equal rights of all individuals.





**Respect for nature and environmental care.**

Environmental awareness promotes the protection and conservation of the environment. The prevention of pollution and climate change begins with education on sustainable development.

**Promotion of interculturality.** The appreciation and understanding of cultural and linguistic diversity, as well as dialogue and cultural exchange, are driving forces for having an intellectual, emotional, moral, and spiritual life.



**Participation in the transformation of society.**

Self-improvement by individual initiative is the foundation of this principle. The social purpose of education allows for the construction of close, supportive, and fraternal relationships that overcome indifference and apathy towards transforming society.



**Promotion of a culture of peace.** The objective of the 2030 Agenda promoting “Peace, Justice, and Strong Institutions” is based on promoting peaceful and inclusive societies that enable sustainable development, ensure access to justice for all, and build effective and inclusive institutions at all levels that are accountable.





# Know your book

Within the book, the New Model of Upper Secondary Education is developed, which is based on a study program through learning progressions. These progressions are developed in three moments, which are:



**Opening.** In this first moment, the aim is to awaken the student's interest and motivation towards the topic that will be addressed.



**Closing.** In this final moment, the objective is to consolidate the learning and evaluate the process.



**Development.** The content is presented, and a clear and detailed explanation of key concepts is provided.



The sections also include:

**Diagnostic evaluation.** It is found at the beginning of each learning unit and helps identify strengths and weaknesses regarding the topics that will be addressed.

**Situated learning in contexts:**



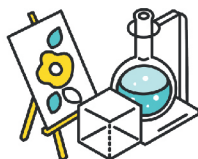
**School**



**Classroom**



**Community**



**Cross-cutting practices.**

These activities link the learning of sociocognitive resources with the disciplines of the knowledge areas.

**Socioemotional practices.**

The extended curriculum is linked to sociocognitive resources and knowledge areas through the different domains of socioemotional resources that are present in these type of activities.





**Learning practices.** The best way to apply the knowledge and skills learned is through these type of practices, which are numbered, situated in a learning context, and enhance a principle of the NEM, as shown in the following example:



## Learning practice



**NEM Reading.** It is a reading comprehension activity that addresses one of the principles of the New Mexican School (NEM).



**Unit assessment.** These are questions or items that cover the topics of each learning unit.

**Learnings' categories, subcategories, and learning goals.** Each progression begins with the categories, subcategories, and learning goals that its content addresses, as shown below:

Subcategories

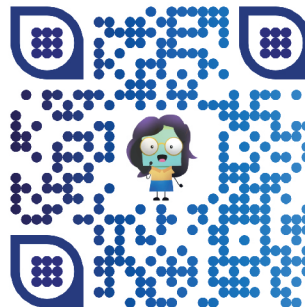
Learning goals

Learnings' categories



**Classroom-School-Community Project (PAEC).** Through these QR codes, you will be able to complete the activities of the progressions that are part of the PAEC.

**Master Iso.** Every time you see Master Iso, he dynamically explains the progression by scanning the QR code.



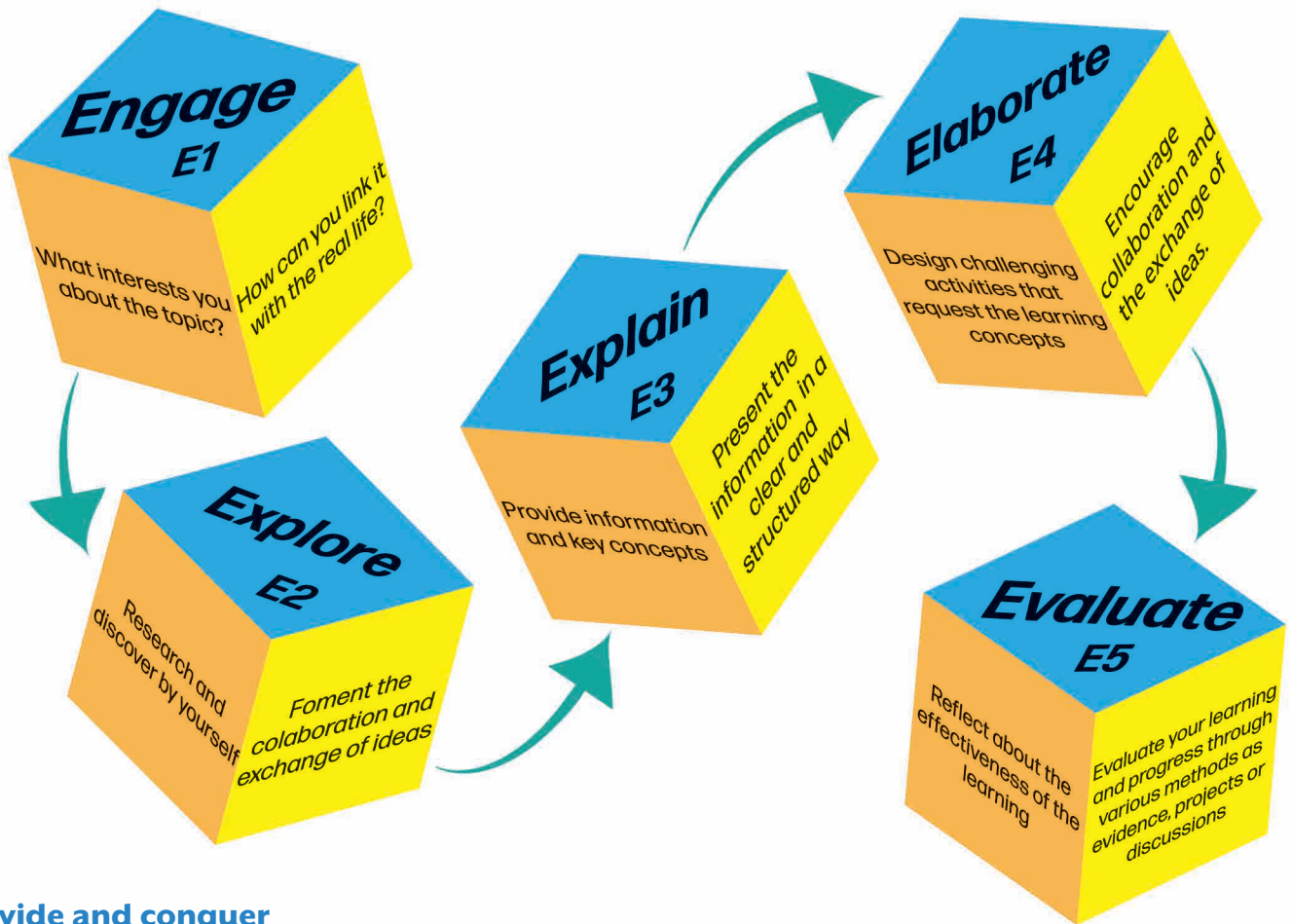
# Learning progressions

1. Use the present continuous tense in its affirmative form to describe actions of oneself or others that are happening at the moment of being narrated through texts, stories, cartoons, or narratives.
2. Use the present continuous tense in its negative and interrogative forms to deny and inquire actions that are happening at the moment of being narrated in texts, stories, cartoons, or narratives.
3. Use the past simple of the verb 'to be' (was, were) in its affirmative form to describe states, attributes, or characteristics of oneself as well as of other people, places, objects, and events through strategies such as readings or dialogues.
4. Use the past tense of the verb 'to be' in its negative and interrogative forms to deny or inquire about states and situations at a specific moment in the past through strategies such as readings or dialogues.
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.
6. Identify and use the simple past of regular and irregular verbs to differentiate them in their spelling through short readings, enabling the recognition of historical events in Mexico.
7. Use the simple past in affirmative form to describe events or occurrences that were completely concluded at a specific moment in the past through writings.
8. Use the simple past in its negative and interrogative forms to deny and ask questions about concluded events or actions in the past through oral or written texts.
9. Use time adverbs and connectors as a means to connect ideas that express events or occurrences of the past clearly and precisely through various strategies for composing oral or written texts.
10. Use 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, and photographs.
11. 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.
12. Use degrees of comparison (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.
13. Report superlative degrees of comparison to describe the highest level that 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.
14. Use the future tense (to be going to) in its affirmative, negative, and interrogative forms to discuss future plans through various written or oral strategies, such as creating a planner.
15. Use the simple future (will) in its affirmative, negative, and interrogative forms to express predictions about the weather, scientific advancements, and other topics through written or oral texts.

# Strategies for collaborative work

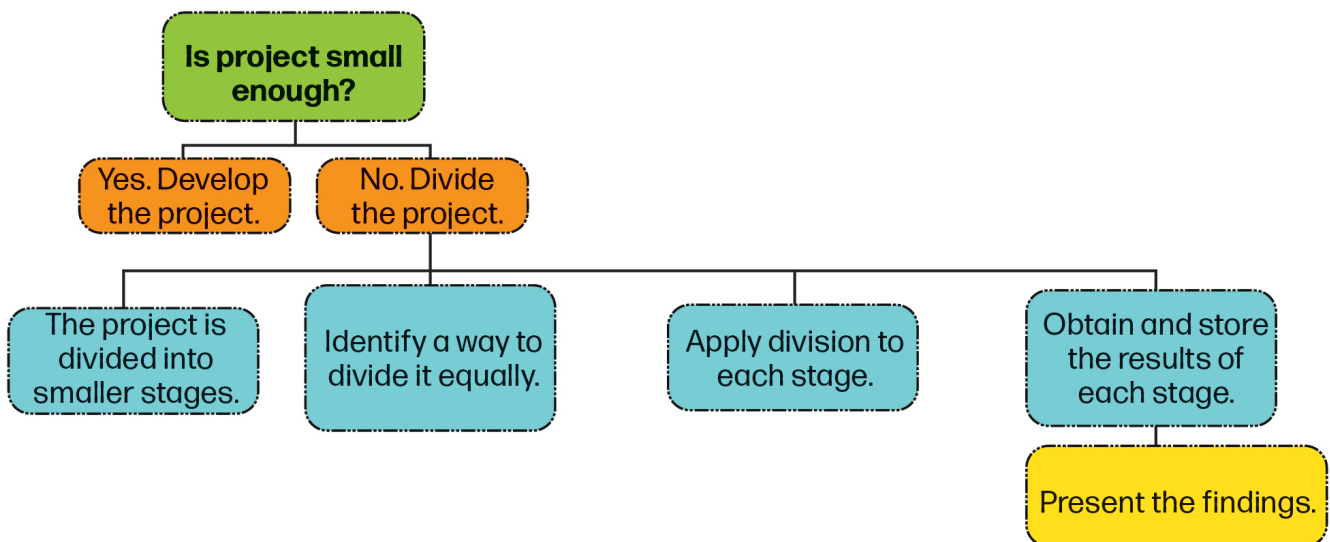
## Strategie 5E

It is a strategy used in education for collaborative work and project design, it consists of:



## Divide and conquer

It consists of not seeing a project as a unit, but as a series of stages that can be developed individually and then integrate and present the findings found. Below are the steps to follow.



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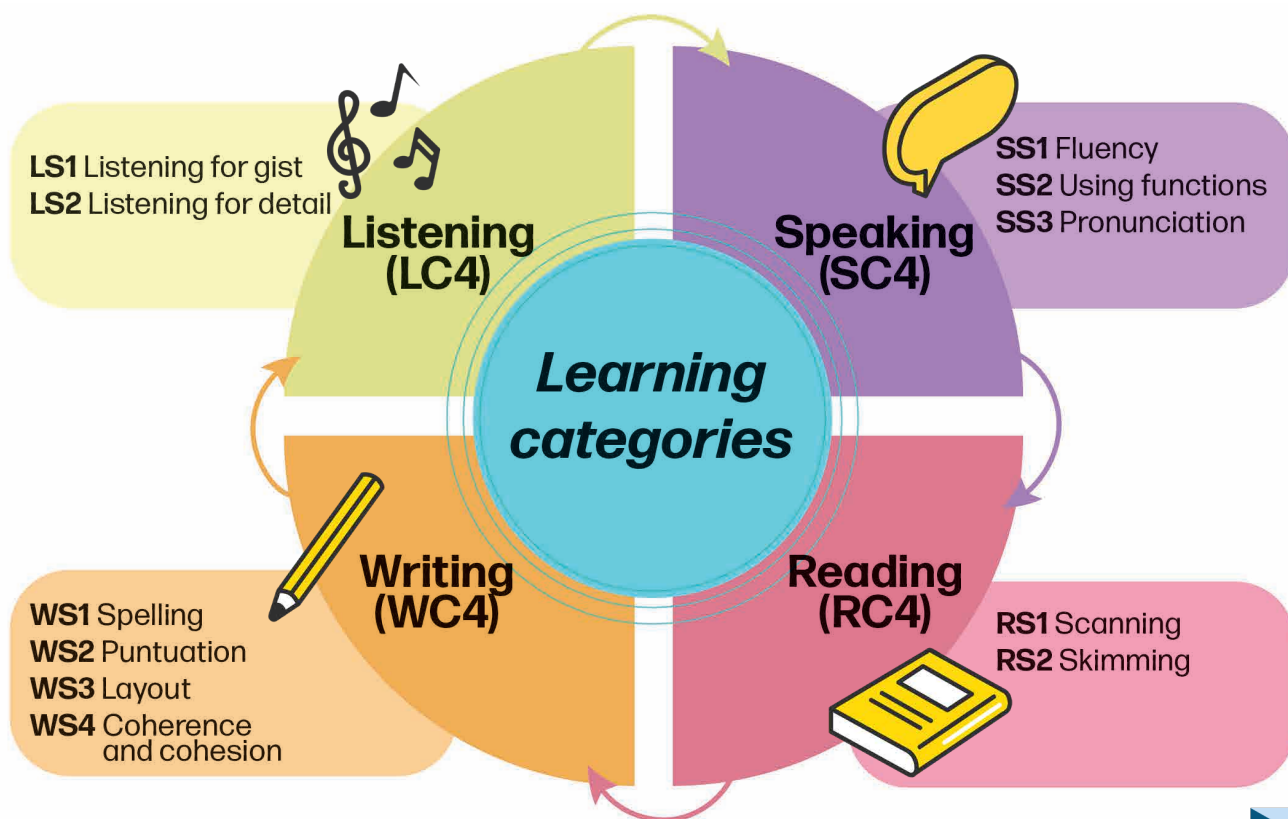
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# Unit 1

## Grammar Journey: Exploring the Tenses



### Learning goals:

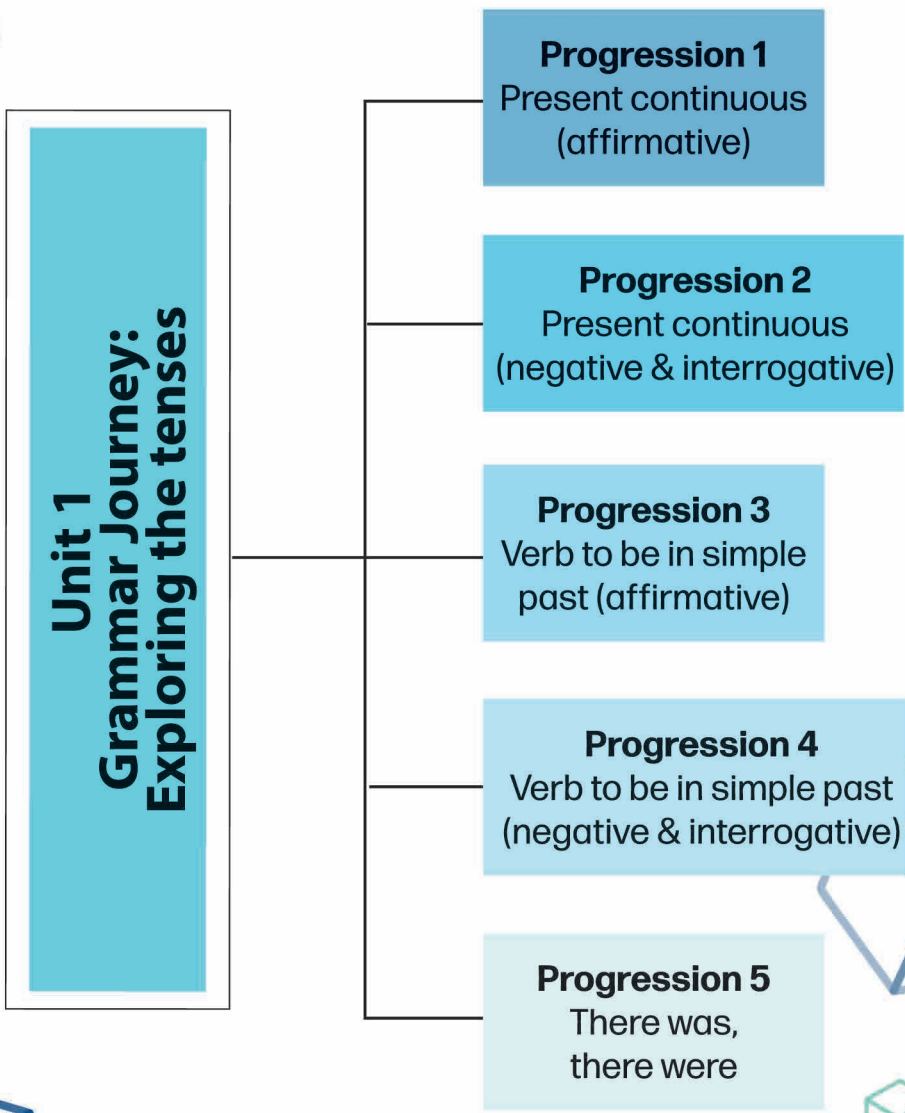
- **LG1.** Understands the letters of the English alphabet when hearing them and identifies phonemic differences. Understands the main idea of an oral conversation based on basic expressions, such as greetings and simple vocabulary. Can comprehend simple questions that ask for personal information about oneself and others, such as name, age, nationality, characteristics, habits, and abilities.
- **SG1.** Understands and communicates orally using basic expressions, such as greetings, simple words, and phrases related to personal information and specific situations. Can give basic descriptions of objects, animals, places, and food in terms of opinion, size, or origin. Raises and answers simple questions using very brief and pre-prepared expressions. Participates in conversations in a straightforward manner.
- **RG1.** Recognizes very basic words and phrases about personal information that appear in texts such as identification cards, registration forms, signs, or agendas. Identifies meanings from written information expressed in texts. Understands the general idea of simple texts about personal information, descriptions, habits, skills, and food.
- **WG1.** Provides personal information in writing on a standard form, such as in a gym registration. Expresses simple phrases and sentences in writing considering spelling and punctuation rules, such as using capital letters when mentioning nationalities, placing a question mark at the end of a question, or using commas when listing items like a list of foods. Writes brief and simple descriptions about people, objects, places, and routines and uses textual cues to give meaning to the written text.

### Learning progressions:

1. Use the present continuous tense in its affirmative form to describe actions of oneself or others that are happening at the moment of being narrated through texts, stories, cartoons, or narratives.
2. Use the present continuous tense in its negative and interrogative forms to deny and inquire actions that are happening at the moment of being narrated in texts, stories, cartoons, or narratives.
3. Use the past simple of the verb 'to be' (was, were) in its affirmative form to describe states, attributes, or characteristics of oneself as well as of other people, places, objects, and events through strategies such as readings or dialogues.
4. Use the past tense of the verb 'to be' in its negative and interrogative forms to deny or inquire about states and situations at a specific moment in the past through strategies such as readings or dialogues.
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.

# Presentation

In this unit, we explore narrative tenses for vibrant storytelling. We'll master the present continuous to describe unfolding actions and engage readers. By delving into the past simple of 'to be,' we'll depict character traits and past states. Additionally, we'll use 'there was' and 'there were' to bring the past to life in dialogues and readings. We'll also develop the skills to inquire and deny in both present and past tenses, creating compelling narratives with depth and dynamism. Join us on this linguistic journey to enhance your storytelling prowess.



**Unit 1**  
**Grammar Journey:**  
**Exploring the tenses**

**Progression 1**  
Present continuous  
(affirmative)

**Progression 2**  
Present continuous  
(negative & interrogative)

**Progression 3**  
Verb to be in simple  
past (affirmative)

**Progression 4**  
Verb to be in simple past  
(negative & interrogative)

**Progression 5**  
There was,  
there were



# Diagnostic evaluation

a) Translate each sentence.

1. You are sleeping right now. \_\_\_\_\_
2. What did you do in Morelia? \_\_\_\_\_
3. There was a beautiful butterfly in the garden. \_\_\_\_\_
4. Were there activities during your vacation? \_\_\_\_\_

b) Answer the questions with complete sentences.

1. Did you watch the soccer match? \_\_\_\_\_
2. Write what you did last Saturday. \_\_\_\_\_
3. Are you visiting your grandparents? \_\_\_\_\_
4. Why was she late for school? \_\_\_\_\_
5. Where was he on his last vacation? \_\_\_\_\_

c) Match to form logical ideas.

- |                       |       |                         |
|-----------------------|-------|-------------------------|
| 1. Where did they     | _____ | A. his patients.        |
| 2. Is she             | _____ | B. pizza today.         |
| 3. The doctor visited | _____ | C. playing the piano?   |
| 4. I am not eating    | _____ | D. restaurant in Italy? |
| 5. We are restoring   | _____ | E. go on vacation?      |
| 6. Was there a big    | _____ | F. the old paintings.   |

d) Write 5 irregular verbs and 5 regular verbs in present progressive.

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Scan the QR and watch the next video, then answer the page with the following instructions

By watching the video, can you guess the meaning of the following words?

Allow: \_\_\_\_\_

Wonder: \_\_\_\_\_

Trained: \_\_\_\_\_

Dug: \_\_\_\_\_

Collar: \_\_\_\_\_

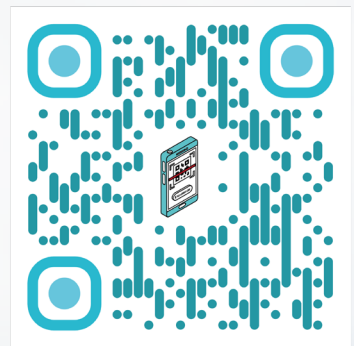
Squirrel: \_\_\_\_\_

Master: \_\_\_\_\_

Radioactive: \_\_\_\_\_

Tracker: \_\_\_\_\_

Pack: \_\_\_\_\_



*Scan me!*

Up closer: \_\_\_\_\_

Prisoner: \_\_\_\_\_

Bark : \_\_\_\_\_

Howl: \_\_\_\_\_

Write examples with the "global t" in pronunciation:

\_\_\_\_\_

Its very common to hear the ending -sion pronounced like "\_\_\_\_\_"

Examples: \_\_\_\_\_

Do you know how else to can ask this question?

"May I take your bird back to camp?"

a) Can i Take it?

b) Should I take it?

c) Would I take it?

**Mini quiz**

1. What does it mean when something is **not allowed**?

a) To have permission

b) To be a prisoner

c) It is forbidden

2. In this context what is a **pack**?

a) A master

b) The leader of a group

c) A group of dogs

3. If you are a good **tracker**, that means you can...

a) Follow a smell

b) Follow a trace

c) Learn tricks

# Present continuous (affirmative)

## WarmUp

Describe the last day of school before vacation starts.



## Grammar

Here's a basic chart to help you understand and create sentences in the present progressive tense:

Subject	Auxiliary verb (to be)	Main verb (gerund)	Examples
I	am	working	i am working on my project
You	are	studying	You are studying for your exam
He/She/It	is	playing	She is playing the piano
We	are	cooking	We are cooking dinner
They	are	watching	They are watching a movie

The present progressive tense, also known as the present continuous tense, is used to describe actions that are happening right now or in progress at the moment of speaking.

To create a sentence in the present progressive tense, you combine the subject, the appropriate form of the auxiliary verb "to be," and the main verb in its gerund form (page 111).

### For example:

"She is playing the piano."

"They are watching a movie."

## Speaking

Here are a five examples for you to connect:

1. He is playing
2. They are studying
3. She is baking
4. I am writing a
5. We are watching

- a delicious cake.
- letter to my friend.
- a thrilling movie.
- for the exam.
- the guitar.



Scan me!





Describe what you are thinking in this moment. Then share it with 2 classmates.

Handwriting practice lines for the student's response.



### E4

#### Vocabulary

Match to the meaning

- 1. Mug                                      something that you enjoy
- 2. Immersed                              a big cup with a handle
- 3. Delightful                              with all your attention

### E5

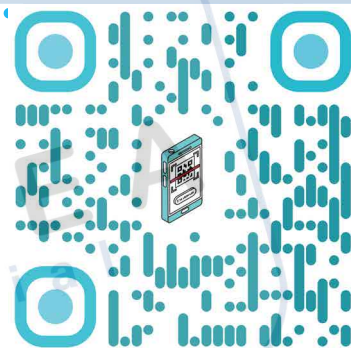
#### Learning practice



#### Listening

Tom is on vacation and right now, he is sitting in his cozy living room, he is drinking a mug of hot chocolate and listening to jazz, while it is raining outside, his dog, Max, is sleeping next to him. Tom is reading an incredible book, completely immersed in the story.

The sound of the rain and Max's company is creating a perfect atmosphere for a delightful evening at home.

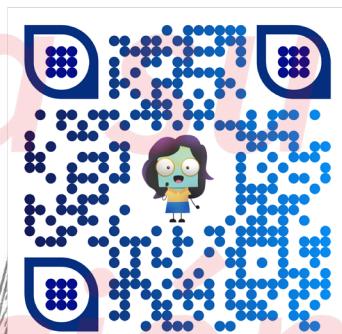


Closing

Complete the sentences, use present progressive, to your best knowledge.

Example: When we go to the beach, I am jumping into the ocean. (jump)

- 1. To eat tacos we \_\_\_\_\_ . (go)
- 2. At the cinema they \_\_\_\_\_ . (watch)
- 3. Before the party my friend \_\_\_\_\_ . (take)
- 4. Mary loves \_\_\_\_\_ . (listen)
- 5. My wife and I \_\_\_\_\_ . (have)



Scan me!

# Present continuous (negative and interrogative)



Opening



## WarmUp

Talk about what is happening and not happening in the pictures and make questions.



Four sets of horizontal blue lines for writing answers.



## Vocabulary

A grid of 20 emojis arranged in 4 rows and 5 columns, each with a light blue rectangular box underneath it for labeling. The emojis represent various emotions and states: Row 1: Kissing face, Grinning face with smiling eyes, Laughing face with tears, Neutral face, Face with medical mask. Row 2: Face with hearts, Grinning face with stars, Smiling face with sunglasses, Face with zzz, Smiling face with closed eyes. Row 3: Face with downturned mouth, Neutral face, Face with X's for eyes and tongue sticking out, Face with tongue sticking out, Smiling face with hearts. Row 4: Grimacing face, Face with sweat drops, Face with sweat drop and closed eyes, Face with wide eyes, Smiling face with hearts and kissing.



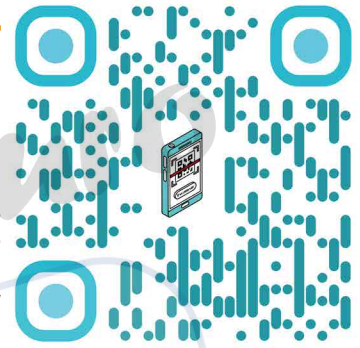
## Reading

### Friends

Samantha is not feeling nervous today. She is participating in a dance competition tonight. Her heart is pounding, but her body is moving gracefully on the stage.

Her friend, Mark, is not feeling nervous at all. He is confident in her abilities and is watching Sam's performance from the audience. Do you think he is enjoying the show?

During the intermission, Sarah turns to Mark and asks, "Are you feeling impressed by Samantha's dance moves?" Mark smiles and replies, "Yes, I am feeling very impressed. She's an amazing dancer!"



Give your opinion and write a simple story of a moment with friends and how you feel or do not feel, then draw a specific moment.

Handwriting practice lines consisting of ten horizontal blue lines.

A large empty rectangular box for drawing a specific moment.

### E3

## Grammar



It is formed using the auxiliary verb "to be" in the present tense and the present participle (the base verb + -ing form).

Let's break down the differences between the negative and interrogative forms of the present progressive tense:

Aspect	Negative	Interrogative
<b>Structure</b>	Subject + am/is/are + not + verb-ing	Am/Is/Are + subject + verb-ing +?
<b>Example</b>	I am not eating dinner right now.	Are you eating dinner right now?

This chart summarizes the differences in structure and provides examples for each form of the present progressive tense: negative, and interrogative. (p. 109)



## Speaking

Use the vocabulary from the past lesson to do this exercise in teams.

- Tyron:** What is your teacher doing now?  
**Pearl:** She is talking to a student and writing on the whiteboard.  
**Tyron:** Is she writing or drawing?  
**Pearl:** No, she is not drawing, she is writing examples.  
**Tyron:** Where are you going after class?  
**Pearl:** I am training volleyball after class. Are you coming?  
**Tyron:** No, I am studying for math?  
**Pearl:** Oh! I am not taking the math exam.  
**Tyron:** Okay, see you later  
**Pearl:** Bye, see you soon.



Scan me!



Closing



## Learning practice



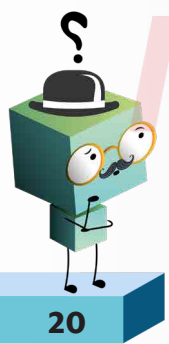
## Writing

With the whole group talk about the activity, what do you think of the roles?

1. Is it easy to use the "ing"? \_\_\_\_\_
2. Are you good at talking with others? \_\_\_\_\_
3. Do you like playing sports? \_\_\_\_\_

Write two question and ask two of your classmates.

4. \_\_\_\_\_
5. \_\_\_\_\_



# Verb to be in past



## WarmUp

Talk about your junior high (secondary school), and the things you did, your activities. Draw 4 pictures of the activities you did at your school.

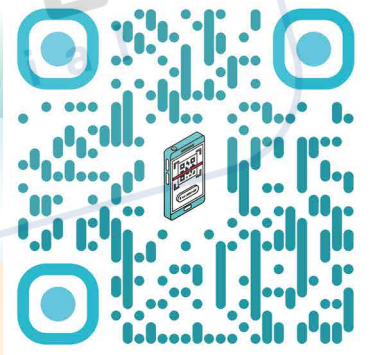
LS1 LS2 LC1	LG1	RS1 RS2 RC1	RG1	SS1 SS2 SS3 SC1	SG1	WS1 WS2 WS3 WSA WC1	WG1
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## Reading

Simple conversations, underline the verb to be and circle the verbs in past.

Last summer, Sarah and Tim went on a camping trip. They placed their tent near a peaceful lake and spent the days walking through the forest, it was beautiful. They made a campfire each evening, to roast marshmallows, they were delicious, and they shared stories under the stars. On the final day, they packed up their gear, took one last look at where they were very happy, the scenery was beautiful, and headed back home, to cherish the memories they created.



## Writing

Imagine and write your own story based on the past story, use the pictures to help you.



reproducción

**Grammar**

**Verb “to be” in past tense**

Use the past tense form of the verb “to be” to describe a state or condition in the past. For example, She **was** happy yesterday. For more info go to page 109

Subject	Singular	Plural
<b>1st person</b>	I <b>was</b>	We <b>were</b>
<b>2nd person</b>	You <b>were</b>	You <b>were</b>
<b>3rd person</b>	He/She/It <b>was</b>	They <b>were</b>

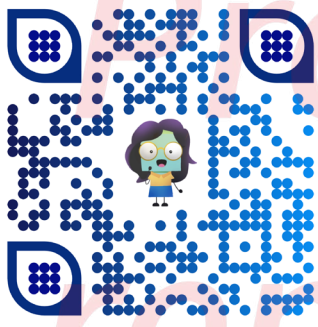
**Reading**

Choose the correct form of “was” or “were” to complete each sentence:

- Yesterday, she \_\_\_\_\_ at the library for hours.
- We \_\_\_\_\_ surprised by the sudden news.
- \_\_\_\_\_ they at the party last night?
- I \_\_\_\_\_ not feeling well yesterday.
- The children \_\_\_\_\_ excited to visit the zoo.
- He \_\_\_\_\_ not sure about the answer to the question.
- \_\_\_\_\_ you late for the movie?
- The keys \_\_\_\_\_ on the kitchen table.
- The sky \_\_\_\_\_ clear and sunny on our vacation.
- She \_\_\_\_\_ happy to see her favorite TV show.

**Writing**

Draw or paste which was your favorite toy when you were 10 years old and give a description of it then share it you're your teacher and classmates.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Scan me!**



E5



## Learning practice



Closing



Listening

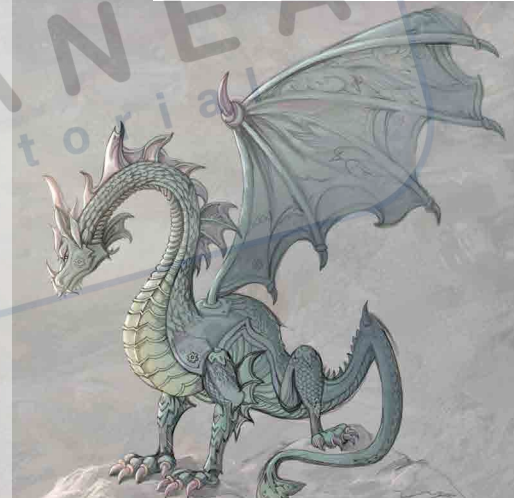
Listen to the story and look for new vocabulary. Then write the examples on the bottom lines.

Once upon a time in a town named Gray Mills, there was a boy named Toby. He always dreamed of becoming a knight. One day, he found something old and rusty it was his grandfather's sword. The discovery excited him, and he was enthusiastic about the discovery

And so, he was eager for an adventure, but, he fell asleep.

In his dream he was a brave Knight who was strong and smart, he walked through forests, climbed mountains, and crossed rivers. He was nervous when he heard a dragon named Gargantus. At first, Toby was terrified. However, he soon realized that Gargantus was not a great fierce beast but it was a small creature looking for his house.

Then toby was suddenly awake it was time to go to school and his father and grandfather were there to make breakfast. That was an adventure and I was the hero Toby thought to himself.



GLOSSARY



EXAMPLES



## What plants were here before I was

Research the internet and look for flowers, fruits or plants that were here before we were born, then draw it.

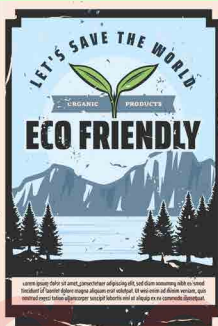
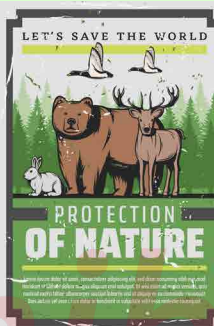
Talk about the places where they can be found and write about a school project for growing some of these plants

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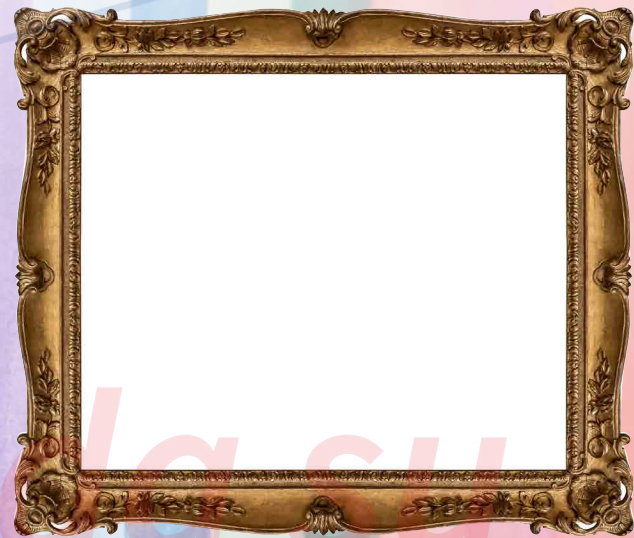
## A work of art

Talk about famous painters and their most known pieces.



Ask the students to write what was their favorite one and why, then share it with the class.

Four horizontal lines for writing.



Paste or draw your favorite piece of art  
(L) 6.4 cm x (H) 5.2 cm

*Now make your masterpiece...*



# Verb to be in past (negative and interrogative)

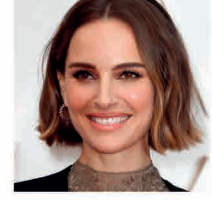
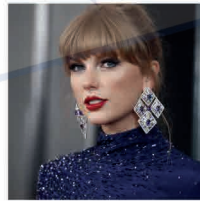
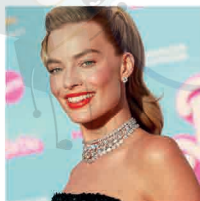
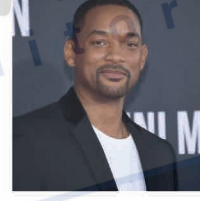
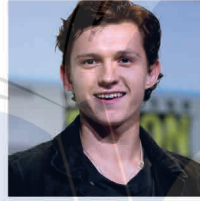


## WarmUp



Talk about actors, actresses, singers or musicians, where were they born, what was their profession before use your cell phone to research

How many people can you identify? Write their names.



## Listening

Listen to the conversation and then practice them with a classmate.

**Will:** What was that music? Was it jazz?

**Grace:** No, it was not jazz it was R&B

**Will:** Who was singing? Was it Shakira?

**Grace:** No, it wasn't, it was Rhianna

**Will:** Oh and where was she born

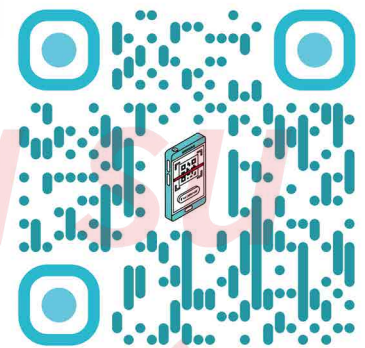
**Grace:** I don't know.

**Will:** I really like Shakira, you know she was born in Colombia?

**Grace:** No, I did not, but now I know.

**Will:** What was your favorite song when you were little?

**Grace:** It was the yellow submarine, by the Beatles.





### Writing

Write your conversation use **was/were** and **wasn't/weren't**

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 1: \_\_\_\_\_



Then share your conversations with the teacher and your group, reflect on how this helps in everyday English.



### Grammar

#### Negative sentences.

To make negative sentences in the past, **add "not"** after the past tense form of "to be."

**Example:** They **were not** at the party last night.

#### Interrogative sentences.

In questions, **invert** the subject and the past tense form of "to be."

**Example:** **Were** you at the meeting this morning?

#### Short answers.

Short answers can be formed with just "Yes, I/you/he/she/it/we/they was/were" or "No, I/you/he/she/it/we/they wasn't/weren't."

**Example: Q:** Were they late?

**A:** Yes, they were. **or** No, they weren't.

#### Examples

**1A:** Was she at the party last night?

**1B:** She wasn't at the party last night.

**4A:** Weren't they late for the flight?

**4B:** They were not late for the flight.

**2A:** Were you at the beach on Saturday?

**2B:** I wasn't at the beach on Saturday.

**3A:** Wasn't he feeling well yesterday?

**3B:** He wasn't feeling well yesterday.

**5A:** Were the books on the shelf?

**5B:** No, they were not on the shelf.

You have a resume of this grammar section on page 109.





### Vocabulary



You review the personality vocabulary and look for the meaning in the closing activity. Listen and repeat.

Open-minded

Self-confidence

Thoughtful

Charisma

Compassion

Generous

Empathy

Adventurous

Courageous

Loyalty

Ambitious

Scan me!



### Speaking

Design digital banner with the vocabulary words, use pictures and then share it with your group.



Closing



### Learning practice

Place the correct word in front of the correct definition, make teams, and the team who finishes first wins an extra point.

1. \_\_\_\_\_ A trait characterized by a willingness to give and share with others.
2. \_\_\_\_\_ Having a strong desire to achieve one's goals and aspirations.
3. \_\_\_\_\_ Showing consideration and care for the feelings and needs of others.
4. \_\_\_\_\_ Willingness to take risks and explore new experiences.
5. \_\_\_\_\_ The quality of being brave and facing challenges without fear.
6. \_\_\_\_\_ A feeling of deep sympathy and concern for others' suffering.
7. \_\_\_\_\_ Faithfulness and allegiance to someone or something.
8. \_\_\_\_\_ A magnetic charm and appeal that draws people in.
9. \_\_\_\_\_ The ability to understand and share the feelings of others.
10. \_\_\_\_\_ Willingness to consider different ideas and perspectives.
11. \_\_\_\_\_ Belief in one's abilities and a positive self-image.

# There was / There were



## WarmUp

Let's talk about your room and how it has changed from when you were 8, 9 or 10 years old. How big was it? Were there toys? Were there plush toys? Were there different things than now?

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LS1 LS2 LG1  
 RS1 RS2 RG1  
 SS1 SS2 SS3 SG1  
 WS1 WS2 WS3 WS4 WG1



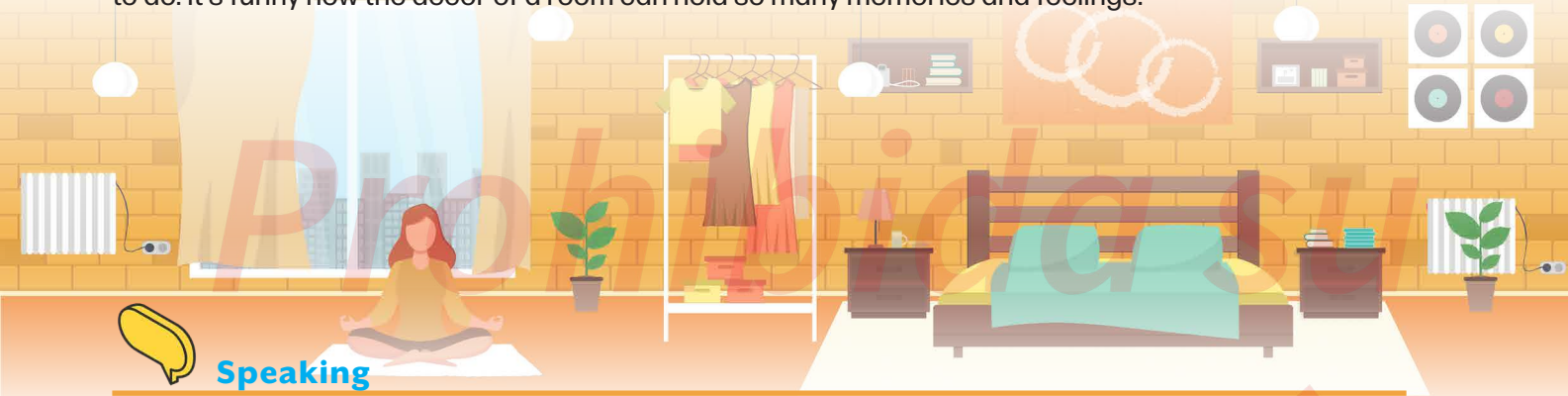
## Listening

You know, when I was 10 years old, my room was like a kingdom. I had these bright, sky-blue walls that made the room feel so open and full of life. There were posters of my favorite movie stars and bands all over.

I had a big bookshelf with all my favorite coloring books, and I spent hours coloring. My bed was covered in a vibrant, cartoon-themed bedspread that matched the curtains.

And in the corner, there was this very big stuffed bear, almost as big as me back then.

My room was a reflection of who I was at that age, full of imagination, dreams, and a lot of growing up left to do. It's funny how the decor of a room can hold so many memories and feelings.



## Speaking

Make the questions to at least three classmates, and share their answers with the class.

1. Do you remember what there was in your room? \_\_\_\_\_
2. Was there something specific that you had? \_\_\_\_\_
3. Were there things like in the reading? \_\_\_\_\_



## Grammar



Here's a chart explaining the use of "there was" and "there were" in affirmative, negative, and interrogative sentences:



Type	There was	There were
<b>Affirmative</b>	There was a book on the table	There were many books on the shelf
<b>Negative</b>	There wasn't a book on the table	There weren't many books on the shelf
<b>Interrogative</b>	Was there a book on the table?	Were there many books on the shelf?

Here's an explanation of each:

**Affirmative Sentences.**

- Use "there was" for singular nouns or uncountable nouns.
- Use "there were" for plural nouns.

**Examples:**  
"There was a book on the table." and "There were many books on the shelf."

**Negative Sentences.**

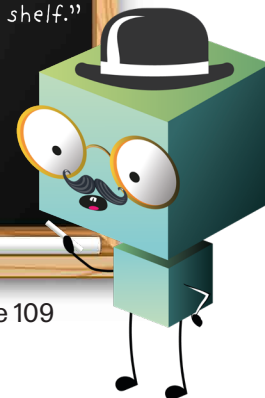
- To make negative sentences, add "not" after "there was" or "there were."
- You can also use contractions like "wasn't" and "weren't."

**Examples:**  
"There was not a book on the table." or "There wasn't a book on the table."  
"There were not many books on the shelf." or "There weren't many books on the shelf."

**Interrogative Sentences.**

- In questions, invert the order of "there" and the verb "was" or "were."

**Examples:**  
"Was there a book on the table?" and "Were there many books on the shelf?"



For more go to the page 109



## Reading

Practice the reading and then make your own, make sure to look for new words.

When I was a boy I remember there was a store near the park, there were so many candies, there was a soda machine, and there was an ice cream box and there were so many flavors, when I talk to my friends about the good old days and about we would play in the park and there was also a river next to the park, there were fish and crawfish we were very happy.

There was always time to swim, play and just spend time together with friends, there was a mom that would come pick us up and it was time to go home and wait for the next time, those were good days and still more to come.





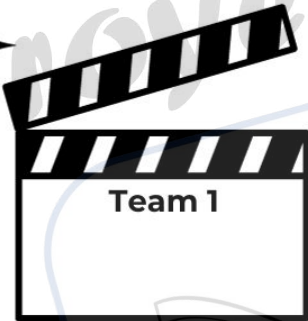
# Learning practice

## Time to act!!!



Closing

The teacher will give the students a part of a movie to act, and in teams of 4-7 the students will prepare it. Then, when they return to the classroom they must act without speaking, the rest of the group will make questions using the phrases: "there was and there were". And try to guess the movie.



Team 1



Team 2



Team 3



Team 4



Team 5



Team 6



Team 7



Team 8



Team 9



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## The Purepecha princess

The legend of the Purepecha princess tells the story of a young and beautiful Purepecha woman who lived during ancient times in the region of Michoacán. According to the legend, she was known for her grace, kindness, and exceptional beauty. Here is a short story summary and it was as follows:

**The forbidden love.** In some versions of the legend, the Purepecha princess falls in love with a young man who is not of Purepecha origin, possibly from a rival group. Their love is forbidden by the Purepecha elders or leaders due to the differences in their backgrounds.

**The tragic outcome.** Despite the obstacles, the princess and her beloved continue their relationship in secret. However, their love story is destined for tragedy. The exact circumstances of their separation and the tragic ending may vary in different versions of the legend. Some stories end with the lovers taking their own lives, while others involve tragic accidents or mysterious circumstances.

**Cultural meaning.** The legend of the Purepecha princess often serves as a representation of love, sacrifice, and the challenges of cultural and social norms. It is also a testament to the enduring value placed on love and the lengths people are willing to go to in the name of their affections.

The legend of the Purepecha princess is a cultural and historical treasure that reflects the rich heritage of the Purepecha people in Michoacán, Mexico. Like many legends, its details may vary depending on the source, but its enduring themes of love, sacrifice, and cultural boundaries continue to astonish the people in the region.

### Comprehension questions.

1. What is a legend?
  - a) An invented story
  - b) A traditional story
  - c) A fantasy
  - d) None of the above
2. What does the word "elder" mean in the second paragraph?
  - a) Old men council
  - b) The elected
  - c) A kind of purepecha
  - d) Refers to "ders"
3. How is the Purepecha princess legend considered?
  - a) A cultural and historical treasure
  - b) A bed time story
  - c) A horror story
  - d) A tragic love story

# 1st Learning unit assessment

The following questions are based on the contents of the first five progressions in this partial.

1. Complete the sentence with the correct form of the verbs.

- a) \_\_\_\_\_ Maria \_\_\_\_\_ (read) a book right now?
- b) They \_\_\_\_\_ (study) for their exams this week.
- c) Why \_\_\_\_\_ you \_\_\_\_\_ (not/work) on your project?
- d) \_\_\_\_\_ she \_\_\_\_\_ (watch) TV at the moment?
- e) She \_\_\_\_\_ (be/not) very happy when she received the news yesterday.
- f) We \_\_\_\_\_ (be) in the same class last year.

2. Rewrite the following sentences with the appropriate forms.

- a) She were no at the party last night.

\_\_\_\_\_

- b) Was us in class yesterday?

\_\_\_\_\_

- c) Their was three books on the shelf

\_\_\_\_\_

- d) No people were there in the park.

\_\_\_\_\_

3. Write 5 sentences in present continuous

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

4. Write 5 sentences with there was/were or the verb to be in past

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_





# Inglés 2

Planea Publishing's mission is to produce high-quality educational materials with content designed to positively influence students' development by enhancing their knowledge, skills, and attitudes. These materials aim to transform students into young individuals capable of understanding and impacting their environment, learning autonomously throughout their lives, being aware of their abilities to solve problems, and embracing challenges that support them in achieving their goals. Moreover, the materials seek to cultivate an appreciation for art and its various forms of expression, while promoting civic engagement that strengthens their civic and ethical consciousness. They also encourage a respectful attitude towards interculturality, diversity of beliefs, values, and ideas, fostering critical thinking that contributes to the sustainable development of their communities.

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- Orally using common, everyday expressions related to areas of personal relevance, including basic self-information, family, shopping, places of interest, and occupations.
- Adequately interpreting simple written texts and common, everyday expressions related to areas of personal relevance, including basic family information, shopping, places of interest, and occupations.
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