MI VIDA EN OTRA LENGUA

00 Mi vida en otra lengua Preliminares.indd 1 10/3/12 1:39 PM

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MI VIDA EN OTRA LENGUA

Vivir Mejor

Fomentar la lectura
mejora la educación y la cultura

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00 Mi vida en otra lengua Preliminares.indd 3 10/3/12 1:39 PM

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Contents

Presentation 7

How to use this book? 10

Your work plan 13

Are you prepared to begin? 15

UNIT 1 WHAT ARE YOU DOING?

What am I going to do and how? 21

Section 1. What to wear? 23

Section 2. Hello, Oaxaca 45

Section 3. Eating bugs 66

To finish 81

It's your turn 85

Assess yourself 86

UNIT 2 I DIDN'T KNOW ABOUT IT

What am I going to do and how? 87

Section 1. Change throughout the ages 89

Section 2. Let's talk about celebrations 113

Section 3. Talking about world's events 130

To finish 144

It's your turn 146

Assess yourself 147

UNIT 3 WHAT HAPPENED TO YOU?

What am I going to do and how? 149

Section 1. Where did we buy a present? 151

Section 2. We had fun as tourists 166

To finish 176

00 Mi vida en otra lengua Preliminares.indd 5 10/3/12 1:39 PM

Contents

It's your turn 177

Assess yourself 177

UNIT 4 I WILL BE A LAWYER

What am I going to do and how? 179

Section 1. Oh, the scary future! 181

Section 2. Would you like a career? 198

Section 3. Life project 208

To finish 219

It's your turn 220

Assess yourself 221

Am I ready? 223

Appendices 231

Appendix 1. Answers key 231

Appendix 2. Reference and Word List 272

Appendix 3. My course of action 286

Appendix 4. Internet's sources and information 287

Bibliography 290

00 Mi vida en otra lengua Preliminares.indd 6 10/3/12 1:39 PM

Presentation

This book was made to help you study the module *Mi vida en otra lengua* from the Preparatoria Abierta of the Secretaría de Educación Pública (SEP); it was also designed to be used in other education and mixed school systems. Knowing that you will be working by yourself most of the time, this book provides all the tools and precise guidelines of what you need to do and all the information that you require in your learning process.

The studies you will start have a competency-based approach, which means that you will acquire new knowledge, skills, attitudes and values; you will recover others that you have previously learned so you can transform them into the ability to function effectively and efficiently in different areas of your personal, professional and occupational life.

To make your study easier it's really important you understand what the competency based approach learning means, how we recommend you to work when you are in a non-school education system and how to use this book.

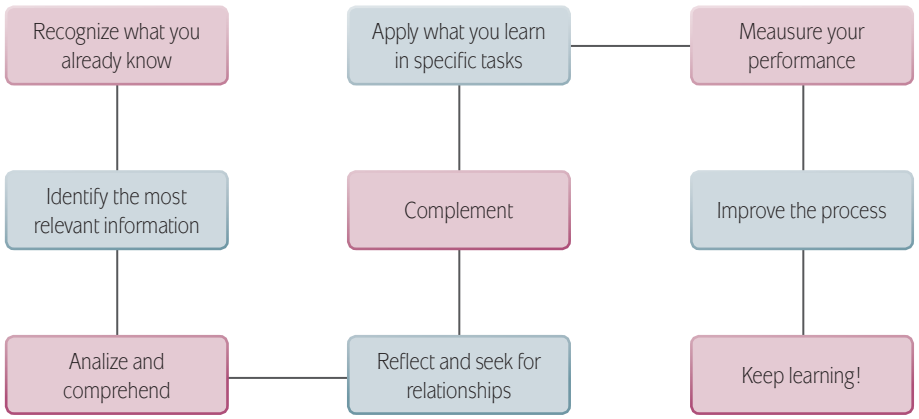
What's a competency?

In the educational context, to talk about competencies does not refer to any kind of competition between two or more people to reach a specific goal or to win a sports contest. The *Acuerdo 442* of the Secretaría de Educación Pública (SEP) defines competency as the integration of skills, knowledge, attitudes and values within a specific context. The goal as high school training is that you develop the competencies defined as a graduate profile for Educación Media Superior by the SEP. We don't pretend you just memorize information or to show only isolated skills. What we are looking for is that you achieve effective implementation of your knowledge, skills, attitudes and values in specific situations or problems.

The amount of information that is available at the present time makes us seek different forms of learning, because memorizing contents is insufficient. Nowadays to appropiate the knowledge, you have to learn how to analyze the information, making it useful for you and your environment.

That's why in your learning process you have to orientate your efforts, not only identifying the most important concepts, but in analyzing thoroughly in order to understand them and reflect how they relate to other terms. Look for addittional information. But don't stay there! Learn how to apply your knowledge in the situations and contexts given by the activities. Do the same thing with the skills, attitudes and values. In a specific way, it's important for your learning process that you follow the next steps or recommendations:

00 Mi vida en otra lengua Preliminares.indd 7 10/3/12 1:39 PM



According to the *Mapa Curricular Común*, the bachillerato student has to develop three kinds of competencies: generic, disciplinary and professional.

In this book, besides reading and studying different types of texts and procedures, you will find problems to solve, cases to analyze and projects to execute. All of this will provide evidence about the capacities that you will develop in order for you to value your progress.

To approve the module *Mi vida en otra lengua* is essential you demonstrate how capable you are to analyze and solve situations, problems and cases that will require the combination of knowledge, skills, attitudes and values.

Studying in a non-school system

A non-school system like the one you are studying in has as advantage a great amount of flexibility. You decide at what time and when you study, as well as your rythm of learning. You can adapt your schedule to other daily activities, such as work, family or any other personal project.

In this educational system, you also have to carry out the following actions:

- Be capable of leading your learning process, which means that you:
  - Define your personal learning goals, considering the learning process of each module.
  - Establish time for studying, considering all the material you need and the proper space.
  - Regulate your rate of progress.
  - Take advantage of all the materials that SEP prepared to support you.
  - Use other resources that can help you in your learning process.
  - Identify your learning difficulties and look for help to overcome them.

00 Mi vida en otra lengua Preliminares.indd 8 10/3/12 1:39 PM

- You get actively involved in your learning process, which means that you:
  - Read to understand the ideas you have and build meanings.
  - Tap into your experience as a starting point for learning.
  - Do the proposed activities and check the products you generate.
  - Acknowledge your strenghts and weaknesses as a student.
  - Select the learning techniques that best suit you.
  - Take actions to enrich your abilities to learn and enhance your skills and abilities.
- Assume a critical and proactive attitude. That is:
  - Critically analyzes the concepts presented.
  - Inquire about the subjects you study and explore different approaches around them.
  - Propose alternative solutions to the problems.
  - Explore different ways of facing situations.
  - Adopt a personal position in different debates.
- Be honest and commit with yourself. That is:
  - Do the activities by yourself.
  - Check your answers in the Appendix 1 after you have made the activities.
  - If needed, look for advice in the Centros de Servicios de Preparatoria Abierta.
  - Give time to your study in order to achieve your learning outcomes.
- Evaluate your progress steadily. That is:
  - Analyze your performance of activities and products that you generate using the feedback offered in the book.
  - Identify the acquired knowledge using the references that the material gives you.
  - Recognize the limitations in your learning and you undertake actions to overcome them.
  - Think on your mistakes as an opportunity to learn.
- Reflect on your own learning process. That is:
  - Constantly ask yourself: What am I doing right? What hasn't worked?
  - Make adjustments to your strategies to improve your learning outcomes.

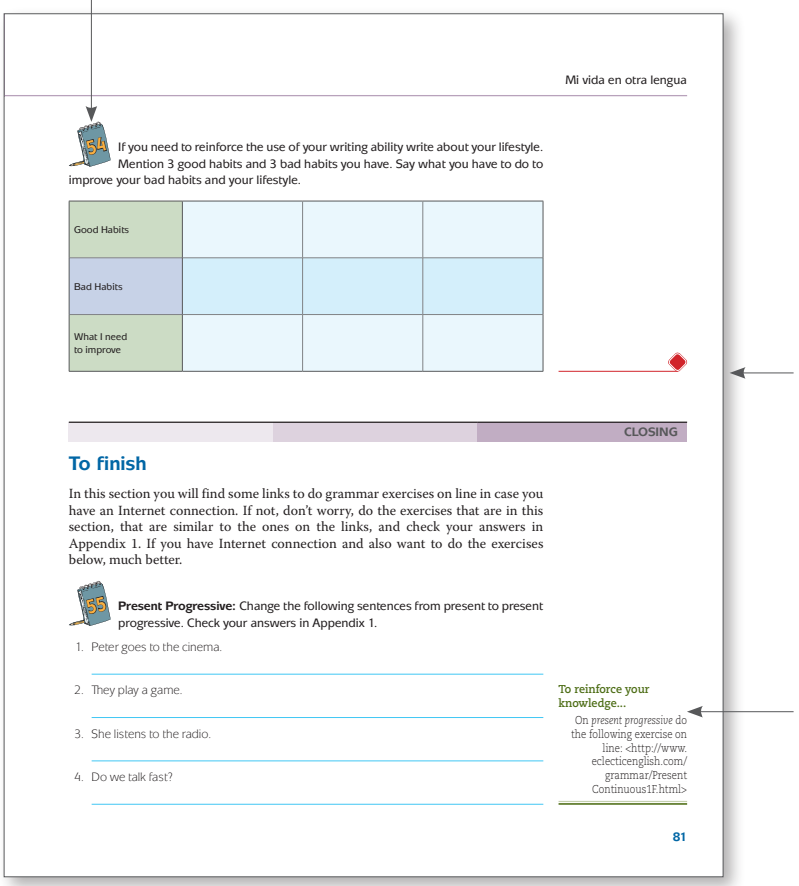
As you can see, the independent study is a task that involves the development of many skills you will acquire and improve as you progress in your studies. The main component is that you commit to your learning.

00 Mi vida en otra lengua Preliminares.indd 9 10/3/12 1:39 PM

How to use this book

This book provides you with the basic elements to support your learning. It consists of several sections that include some steps that are recommendable for you to follow in your study process.

1. In the section called YOUR WORK PLAN you will find the general purpose of the module, the competencies you must develop and a general explanation of the units. It's important for you to read this section before you begin working because it's here where you are going to learn the elements you need to elaborate your working plan.
2. This module consists of four units. In each unit you will find a presentation of what you will learn: *How am I going to work?* This is the way we recommend you to organize your study time. You will find a box at the beginning of each unit with the suggested time it will take study the material. Use this as a guide but take your time to do other matters that you find important. We recommend you to use the material in the order it is presented.
3. In the section HOW MUCH DO I KNOW? you you will answer an exam with which you'll be able to evaluate if you have got the needed knowledge to start with this module. It is appropriate, before you start, to identify if you need to learn or reinforce any knowledge or skill.



Activity

You'll find a wide variety of activities for developing your skills. Read the instructions carefully and follow them so you can learn.

The number in the center tells you that you can find an answer or feedback for the activity in Appendix 1.

Stop

It suggests that the time is right to stop the study without leaving any learning process incomplete.

To reinforce your knowledge…

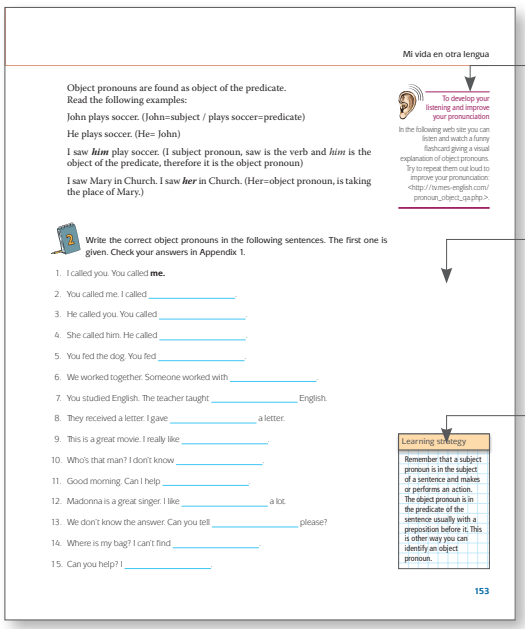
In this section you will find exercises you can do on line about a particular grammatical structure.

00 Mi vida en otra lengua Preliminares.indd 10 10/3/12 1:39 PM

4. After the previous section, we present the units in the order suggested for its approach. Each unit contains learning activities and information needed to perform them; however, it is highly recommended for you to consult additional sources besides this book.
5. At the end of each unit you will find a self-evaluation, named *To finish* and *Assess yourself*. Take your time to do it and record the progress you are making. Don't continue with the following until you finish with satisfactory results.
6. You will also find a section named AM I READY? Solving the proposed exam will allow you to assess if you have acquired the proposed contents that you studied in the four units. It is very important to evaluate your answers honestly and once you have the results think about the things and actions that worked for you and the ones that didn't work, so you can improve you learning methods. This will help you know if you are prepared for the last step.

At the end of the fouth unit you will find four appendices that will help you in your learning process that are:

Appendix 1: Answers Key. Here you can check the answers of the activities that you did in each unit.


Mi vida en otra lengua

Object pronouns are found as object of the predicate.
Read the following examples:

John plays soccer. (John=subject / plays soccer=predicate)

He plays soccer. (He= John)

I saw ***him*** play soccer. (I subject pronoun, saw is the verb and *him* is the object of the predicate, therefore it is the object pronoun)

I saw Mary in Church. I saw ***her*** in Church. (Her=object pronoun, is taking the place of Mary.)

To develop your listening and improve your pronunciation

In the following web site you can listen and watch a funny flashcard giving a visual explanation of object pronouns. Try to repeat them out loud to improve your pronunciation: <http://www.es-english.com/pronoun_object_sp.php>

2 Write the correct object pronouns in the following sentences. The first one is given. Check your answers in Appendix 1.

1. I called you. You called **me.**
2. You called me. I called _____.
3. He called you. You called _____.
4. She called him. He called _____.
5. You fed the dog. You fed _____.
6. We worked together. Someone worked with _____.
7. You studied English. The teacher taught _____ English.
8. They received a letter. I gave _____ a letter.
9. This is a great movie. I really like _____.
10. Who's that man? I don't know _____.
11. Good morning. Can I help _____.
12. Madonna is a great singer. I like _____ a lot.
13. We don't know the answer. Can you tell _____ please?
14. Where is my bag? I can't find _____.
15. Can you help? I _____.

Learning strategy

Remember that a subject pronoun is in the subject of a sentence and makes or performs an action. The object pronoun is in the predicate of the sentence usually with a preposition before it. This is other way you can identify an object pronoun.

153

To develop your listening and improve your pronunciation

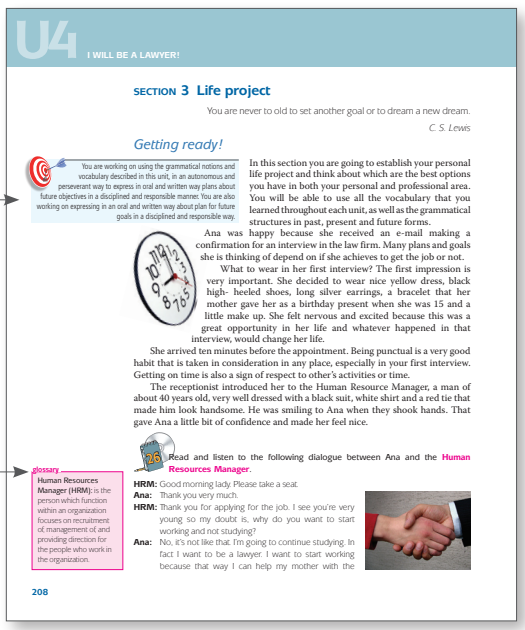
This is for extra audio material in which you can listen to a grammatical explanation, watch a video or repeat the vocabulary you just learned.

For more information...

In this section you will find suggested Internet links to a website to increase your knowledge on a particular grammatical structure.

Learning strategies

This section gives you tips to help you learn better.


U4 I WILL BE A LAWYER!

SECTION 3 Life project

You are never to old to set another goal or to dream a new dream.
C. S. Lewis

Getting ready!

You are working on using the grammatical notions and vocabulary described in this unit, in an autonomous and perseverant way to express in oral and written way plans about future objectives in a disciplined and responsible manner. You are also working on expressing in an oral and written way about plan for future goals in a disciplined and responsible way.

In this section you are going to establish your personal life project and think about which are the best options you have in both your personal and professional area. You will be able to use all the vocabulary that you learned throughout each unit, as well as the grammatical structures in past, present and future forms.

Ana was happy because she received an e-mail making a confirmation for an interview in the law firm. Many plans and goals she is thinking of depend on if she achieves to get the job or not.

What to wear in her first interview? The first impression is very important. She decided to wear nice yellow dress, black high- heeled shoes, long silver earrings, a bracelet that her mother gave her as a birthday present when she was 15 and a little make up. She felt nervous and excited because this was a great opportunity in her life and whatever happened in that interview, would change her life.

She arrived ten minutes before the appointment. Being punctual is a very good habit that is taken in consideration in any place, especially in your first interview. Getting on time is also a sign of respect to other's activities or time.

The receptionist introduced her to the Human Resource Manager, a man of about 40 years old, very well dressed with a black suit, white shirt and a red tie that made him look handsome. He was smiling to Ana when they shook hands. That gave Ana a little bit of confidence and made her feel nice.

26 Read and listen to the following dialogue between Ana and the Human Resources Manager.

glossary

Human Resources Manager (HRM) is the person which function within an organization focuses on recruitment of, management of and providing direction for the people who work in the organization.

HRM: Good morning lady. Please take a seat.
Ana: Thank you very much.
HRM: Thank you for applying for the job. I see you're very young so my doubt is, why do you want to start working and not studying?
Ana: No, it's not like that. I'm going to continue studying. In fact I want to be a lawyer. I want to start working because that way I can help my mother with the

208

Performance indicator

Shows you the actions to do in a determined period of time. By combining the various performance statements you will achieve the purpose of the unit.

Use these signs as a referent to continuously assess your performance.

Glossary

Highlights those terms that may be unfamiliar or difficult to understand whose definition you can find in the corresponding margin. They are shown in pink or red.

00 Mi vida en otra lengua Preliminares.indd 11 10/3/12 1:39 PM

Appendix 2: Grammar reference and Word list. It's a quick reference of all the grammatical structures you studied in this module as well as a complete list of all the vocabulary words that you learned.
Appendix 3: My course of action: It's a reference for you to know which level and module you're coursing.
Appendix 4: Internet's sources and information. Instructions to look for information in the Internet. We often recommend you to search for information online, or access some websites, but do not limit yourself to these recommendations, find others! Sometimes, given the speed with which the information on the web is updated, you will find that some of the links recommended are not available, so knowing how to look (browse) will be very useful.

Throughout the text you will find a series of elements that will help you to manage your learning. Here they are:

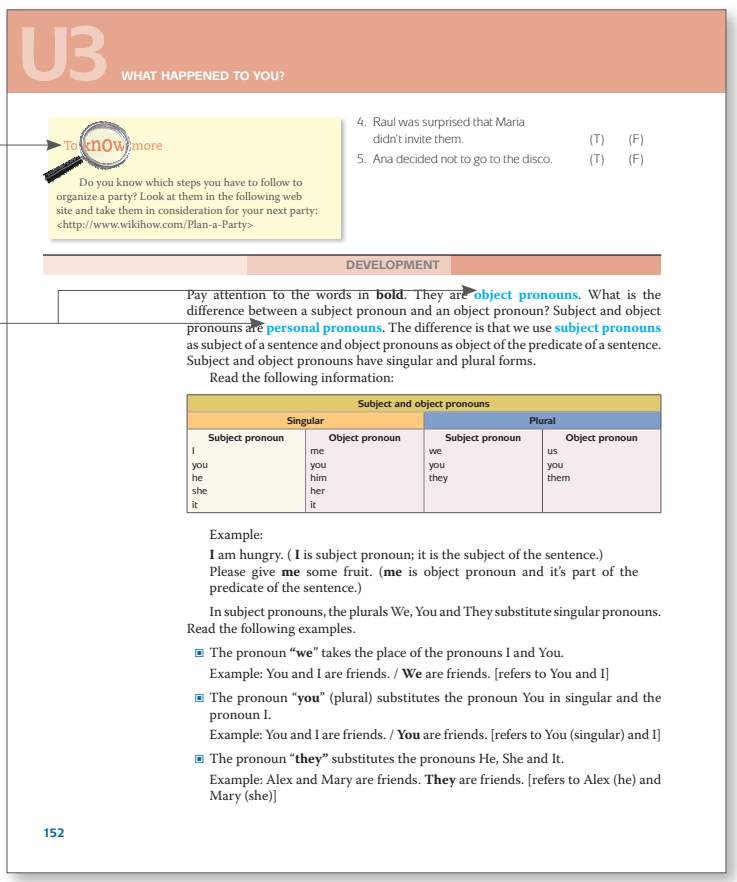
As you progress, you will be able to identify which resources are most useful to you according to your learning abilities and knowlege. Use them to get out the most of this book!

To know more

In this section you will find suggestions of websites and additional book titles in print or digital, which you can use to expand your knowledge. Provides interesting, curious or new information on the subject you are working; this information is not essential but complementary.

Key concept

Throughout the book the essential terms for understanding the situation or topic you are discussing are highlighted in blue.



U3 WHAT HAPPENED TO YOU?

To know more

Do you know which steps you have to follow to organize a party? Look at them in the following web site and take them in consideration for your next party: <http://www.wikihow.com/Plan-a-Party>

4. Raul was surprised that Maria didn't invite them. (T) (F)
5. Ana decided not to go to the disco. (T) (F)

DEVELOPMENT

Pay attention to the words in **bold**. They are **object pronouns**. What is the difference between a subject pronoun and an object pronoun? Subject and object pronouns are **personal pronouns**. The difference is that we use **subject pronouns** as subject of a sentence and object pronouns as object of the predicate of a sentence. Subject and object pronouns have singular and plural forms.

Read the following information:

Subject and object pronouns			
Singular		Plural	
Subject pronoun	Object pronoun	Subject pronoun	Object pronoun
I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

Example:
I am hungry. (**I** is subject pronoun; it is the subject of the sentence.)
Please give **me** some fruit. (**me** is object pronoun and it's part of the predicate of the sentence.)

In subject pronouns, the plurals We, You and They substitute singular pronouns. Read the following examples.

- The pronoun **"we"** takes the place of the pronouns I and You.
  Example: You and I are friends. / **We** are friends. [refers to You and I]
- The pronoun "**you**" (plural) substitutes the pronoun You in singular and the pronoun I.
  Example: You and I are friends. / **You** are friends. [refers to You (singular) and I]
- The pronoun **"they"** substitutes the pronouns He, She and It.
  Example: Alex and Mary are friends. **They** are friends. [refers to Alex (he) and Mary (she)]

152

00 Mi vida en otra lengua Preliminares.indd 12 10/3/12 1:39 PM

Your work plan

The module *Mi vida en otra lengua* is one of the components of the third level: *Contexts and methods*, in which the knowledge of the scientific method in its applicability for Humanities, Social and Experimental Sciences consolidates. To achieve this, it's recommended the domain of the elements seen on the second level: *Instruments*. The aspects developed in this level promote the knowledge of natural environment, the country and its sociopolitical characteristics, the changing world, as well as the ways subjects see it.

Mi vida en otra lengua is also one of the communicative area modules. That's why its main purpose is to give you basic tools to express yourself in an oral and a written way and to understand information written or spoken in English.

Its purpose is to promote and develop your communication skills: reading, listening, writing and speaking so you can communicate things about your reality, your past experiences and your future life.

At the end of your studying you may be able to:

- Listen, interprets and delivers relevant messages in different contexts through the use of media, tools and appropriate codes.
- Identify and interpret the general idea and possible development of an oral or written message in a second language, using prior knowledge, nonverbal elements and cultural context.
- Communicate in a foreign language through logical discourse, oral or written, consistent with the communicative situation.
- Transmit messages in a second or foreign language addressing the characteristics of different cultural contexts.

This module is designed for you to study it in 75 hours, which are divided in the following way:

Unit 1: What are you doing?	Unit 2: I didn't know about it!	Unit 3: What happened to you?	Unit 4: I will be a lawyer	Total of hours
20 hours	20 hours	15 hours	20 hours	75 hours

This book has four units with a similar structure in sections. It has reading and writing activities, helps, crosswords, puzzles, and all the basic information you need to learn.

The objective of this module is to develop listening, speaking, reading and writing skills. You will learn new grammar and a related vocabulary as well. Each unit has specific competences that will guide you through your learning process. Grammar, vocabulary, listening, reading, speaking and writing are developed systematically, since that is what learning a new language is all about. Grammar is important, but alone it means nothing, you have to use it with other skills to make it more meaningful:

Listening: You are going to listen to different types of texts: conversations, dialogues, biographies, songs, etc. All the material that you need to produce is

00 Mi vida en otra lengua Preliminares.indd 13 10/3/12 1:39 PM

presented in the CD. First listen to the CD and then repeat out loud to improve your pronunciation. If you have a computer or any other way to record your voice, do it. This is a way for you to listen yourself as you speak in English.

Reading: You are going to read different types of texts; vocabulary words, descriptions, paragraphs, emails, biographies, dialogues and anecdotes. They will develop your reading skills building up on what you have learned in previous sections. To become a good reader you must also read in your spare time; this helps to develop fluency.

Speaking: Since you are learning on your own, you need to use a variety of strategies to develop it. Sometimes, you are going to speak to yourself. In some activities you must have a dialogue with a friend or relative. In others you're going to interview a person a with the given question. You may even look for another person to practice your English or go to the Centros de Servicios de Preparatoria Abierta for any help.

Writing: You are going to systematically develop this skill. First you are going to start by completing a sentence, then writing short phrases, then complete sentence and at last longer texts. In fact, in the last unit you will write your own autobiography with all the knowledge you got on the previous lessons. These are all writing activities that little by little will help you consolidate what you know. You can go to the Centros de Servicios de Preparatoria Abierta for any help or advice you might need.

There's a common story along the book that has the purpose of making it easier for you to picture the situations in which the topics seen on each unit can help you in real life. This common story has four characters: Alex, Maria, Ana and Raul. The four of them are best friends, and they tend to do everything together. These charachters are going to be helpful for you in the attempt of recognizing the different circumstances in which you can use everything you have learned so far. That's why you are usually going to find the next elements:

- A dialogue between the characters introduces the subject for each section.
- Grammatical explanation of the subject you are going to learn.
- Exercises to practice the knowledge acquired.
- Vocabulary that will help you increase your knowledge in new words.
- Project to achieve using the things you learned throughout the section and/or unit.

Now that you have all the information needed to understand your book structure, you can begin. Are you ready?

00 Mi vida en otra lengua Preliminares.indd 14 10/3/12 1:39 PM

Are you prepared to begin?

Take this test to know if you are ready.
Choose the best option:

1. I can receive it, give it to _____.
   a) my
   b) me
   c) mine
   d) I
2. _____ is not the person you are looking for, it's her.
   a) Her
   b) She
   c) She's
   d) Hers
3. I _____ not very happy now, I'm very confused.
   a) aren't
   b) is
   c) are
   d) am
4. She doesn't have the answer, he _____ it.
   a) does
   b) has
   c) is
   d) are
5. Excuse me, _____ is the bathroom?
   a) When
   b) How
   c) Who
   d) Where
6. Find and circle the line with the word that doesn't belong.
   a) keys, wallet, ID, cellphone
   b) park, theater, street, market, mall, swimming pool
   c) blue, red, pink, black, chair, white, brown, grey
   d) notebook, book, pen, pencil, whiteboard
7. Find and circle the line with the word that doesn't belong.
   a) aunt, uncle, nephew, niece, parents, father, mother
   b) living room, kitchen, dining room, garden, garage
   c) black, yellow, brown, white, purple, green
   d) soda, beer, milkshake, water, juice, wine, jam

00 Mi vida en otra lengua Preliminares.indd 15 10/3/12 1:39 PM

8. Find and circle the line that is not a classroom expression.

a) Stand up.
b) Can you please be quiet?
c) May I go to the bathroom?
d) Where is the market?

9. Which question and answer is correct?

a) What's your name? Thank you.
b) How old are you? Fine thanks.
c) What's your last name? Perez.
d) Good bye. Fine, and you?

10. He _____ want help at this moment.

a) don't
b) doesn't
c) isn't
d) aren't

11. _____ you think this is correct?

a) Is
b) Are
c) Do
d) Does

12. These answers are not Jose's, they are _____.

a) differents
b) different
c) correct
d) fabulous

13. _____ numbers are not correct.

a) This
b) These
c) That
d) It

14. _____ do you spell that?

a) What
b) Where
c) Who
d) How

00 Mi vida en otra lengua Preliminares.indd 16 10/3/12 1:39 PM

15. _____ is this? I don't know.

a) What
b) Where
c) Do
d) Does

16. Where are my glasses? _____ the table.

a) In
b) On
c) At
d) Between

17. _____ we went to the movies, and then we had lunch at a restaurant.

a) First
b) Last
c) And
d) Tomorrow

18. What is the best response to the question: What day is it today?

a) Week
b) Today
c) Thursday
d) Weekend

19. What's the best response?

Luis, let me introduce you to my friend Jane.

a) This is Jane. I am Jane.
b) Jane is this.
c) Jane, nice to meet you.
d) I'm fine, thank you.

20. What's the best response?

How are you?

a) I'm find. You?
b) I'm fine. And you?
c) 18 years old.
d) At the movies.

21. What's the best response?

See you later.

a) See you.

00 Mi vida en otra lengua Preliminares.indd 17 10/3/12 1:39 PM

b) How are you?
c) Hey!
d) I'm fine, thank you.

22. Where are the keys?

a) It's in the desk.
b) At the computer.
c) We're in here.
d) They're in the bag.

23. Who is this in the picture?

a) It is a dog Fido.
b) They are swimming.
c) We are happy.
d) This is my father.

24. I like broccoli but I _____ spinach.

a) don't like
b) doesn't like
c) like
d) don't

25. What question do you ask to get to a destination?

a) There is no mall.
b) How do I get to the mall?
c) How are you?
d) The mall?

Read carefully the following text.

Visit to the Congress House

Good morning, everybody and welcome, in this cloudy day, to the Congress House here in Washington. To make the visit you have to know some of the rules.

Visitors can't run, play or have cell phones with them. They are not allowed to go to the bathroom. Tourists can't use shorts or flips.

Now come with me. Sit down obediently and see what happens during a regular session. First, the congressmen sit in the black chairs. Second, they talk and listen carefully about the laws and proposals. The woman in grey suit raises her hand and speaks. She represents the third part of the congress. Other members listen to her and vote in favor or against her proposal. The man next to the door is the one who makes the final decision.

This is the way the Congress works. Now we can continue the visit. Do you like coffee? Then come with me to the cafeteria where you can find hot coffee, chocolate and tea, which I love. The food is also really good. Here is where I leave you, we hope to see you again soon.

00 Mi vida en otra lengua Preliminares.indd 18 10/3/12 1:39 PM

Answer the questions below.

26. What is the text about?

a) A visit to the zoo.
b) A visit to a city.
c) A visit to the Congress House.
d) A visit to a family house.

27. Where do the congressmen sit?

a) They sit on the floor.
b) They sit on the green beds.
c) They sit under the brown tables.
d) They sit in the black chairs.

28. Who represents the third part of the congress?

a) The woman in grey suit.
b) The man next to the door.
c) The tourists visiting the Congress.
d) The tour guide.

29. When does the visit take place?

a) At night.
b) In the morning.
c) At twelve o'clock.
d) In the evening.

30. Who gives the information?

a) The tour guide.
b) The woman in the grey suit.
c) The congressmen.
d) The person in the cafeteria.

Check your answers in Appendix 1 to see if you are ready to start.

00 Mi vida en otra lengua Preliminares.indd 19 10/3/12 1:39 PM

00 Mi vida en otra lengua Preliminares.indd 20 10/3/12 1:39 PM





UNIT 1





What are you doing?

What am I going to do and how?

In your life you'll need to compare quantities, express about celebrations, explain some past events or give information on specific topics. This will need knowledge and practice of the use of verbs tenses, past, present and future. During the study of this unit you'll be developing the required competencies to do all this.

With what purpose?

The purpose of this unit is to provide you with the tools to explain others about what is happening in the present moment, to talk about clothes, weather, anecdotes, pastimes, customs, food, health and wellbeing.

You'll be able to talk about the information needed on past experiences, and to say who did what and to whom. Also you'll be able to talk about different kinds of celebrations, like the ones that celebrated in your family, community or nation.

You will be capable to do all this in a spoken and in a written way.

What am I going to learn?

In this unit you will learn to share information with the people around you about facts of the present and the past.

You will also develop listening, speaking, reading and writing skills to speak in the present and past.

You'll reinforce the use of the *Wh-questions*, as they are very common in daily English.

Section 1: What to wear?	Section 2: Hello, Oaxaca	Section 3: Eating bugs	It's your turn
• Present progressive. • Wh- questions. • Clothes and weather.	• Past tense: regular verbs (did) and past progressive (was / were). • While and When. • Anecdotes and pastimes.	• Past tense: irregular verbs. • Food, health and wellbeing.	• Make your own project. • Practice what you have learned along the unit.

How am I going to work?

You will practice your pronunciation and your talking and hearing abilities with the use of a recorded CD included with your book and the access to some suggested Web sites. For this, a computer with Internet access will help you. If you don't have a computer you can find a community center where you can use one. It is not necessary to have a computer but it supplements your learning, so we strongly recommend you to find a place to connect if you don't have one already.

The estimated time to complete this unit is 15 hours. Organizing yourself to cover the material in the suggested time is an important skill, so here's an example of how you can do it:

Section 1: What to wear?	Section 2: Hello, Oaxaca	Section 3: Eating bugs	Section 4: To finish
6 hours	6 hours	6 hours	2 hour

Remember to constantly evaluate your work and advances in your studies. Always compare your answers with the ones provided in Appendix 1. Even your mistakes will help you to improve if you reflect on them. Think about your learning process asking yourself: What am I doing right? What hasn't worked? Be ready to make adjustments to your learning strategies to obtain better results.

Which will be the results of my work?

At the end of the unit you will be able to:

- Apply the grammatical notions to ask for and give information about the present events and actions with a responsible attitude in the use of the given information.
- Apply the grammatical notions and vocabulary to ask for and give information about the past with an autonomous attitude, perseverant in the search for information in a disciplined and responsible way.
- Describe what someone is doing at the time you're talking, even if you are not in that person's presence. You will be able to talk about the past and to ask for information or questions about it.

01 Mi vida en otra lengua U1.indd 22 10/3/12 1:06 PM

INTRODUCTION

SECTION 1 What to wear?

If you find yourself saying 'But I can't speak English…?, try adding the word '…yet'

Jane Revell & Susan Norman

You are working on applying the grammatical notions and proposed vocabulary in this unit to give information about the present, with a disciplined and responsible attitude in the use of the given information.

In this unit you will learn how to ask for and give information about present events with the use of the wh-questions as well as the use of present progressive tense. Also you will be able to describe clothes and talk about the weather.

Singing in the rain…

Listen to the following dialogue and song. Read it out loud while you listen to improve your pronunciation. Then answer the questions. Check your answers in Appendix 1.



Maria: Welcome to my house Raul! How are you?

Raul: Fine, thank you Maria, and you?

Maria: Fine, thanks.

Raul: Where are Ana and Alex?

Maria: Ana is in my bedroom. She **is reading** a book. You know she loves reading and Alex **is practicing** with his team for his next soccer game on Sunday. I see you have your headphones. What **are** you **listening**?

Raul: **I'm listening** "**I'm singing** in the rain" with Frank Sinatra. This song brings me good memories, take my **headphones** and listen to it.



glossary

Headphones: (*plural noun*) a pair of earphones joined by a band placed over the head for listening to audio signals such as music or speech.

Du Du Du Du Du Du Du Du Du
Du Du Du Du Du Du Du Du Du



I'**m singing** in the rain
Just singing in the rain,
What a glorious feeling,
And I'm happy again.
I'**m laughing** at clouds
So dark, up above,
The sun's in my heart



01 Mi vida en otra lengua U1.indd 23 10/3/12 1:07 PM

And I'm ready for love.

Let the stormy clouds chase.
Everyone from the place,
Come on with the rain
I have a smile on my face.
I'll walk down the lane

With a happy refrain
Just singing, singing in the rain.

Dancing in the rain.
I'm happy again.
I'm singing and dancing in the rain.
Dancing and singing in the rain.

glossary

Suddenly: (*adverb*) quickly and unexpectedly: *"The ambassador died suddenly."*



Monte Alban is located on the top of an artificially flattened mountain above Oaxaca's valley. Besides being one of the earliest cities of Mesoamerica, Monte Alban importance stands also from its role as the imminent Zapotec social political and economic center for nearly a thousand years.

For more information...

If you wish to listen to the song, go to <http://artists.letssingit.com/frank-sinatra-lyrics-singing-in-the-rain-cw6qm9r> and enjoy it.

Raul: You know I like music, and what I identify with this song is that I'**m** always **singing**, but not in the rain.

Maria: But why does it bring you good memories?

Raul: Because in my last trip to Oaxaca I was listening to this song when I was on my way to visit Monte Alban. **Suddenly**, it started to rain. I don't know why, but since then every time I listen to this song, it comes to my mind that moment in Oaxaca.

Maria: I'**m planning** to make a trip next summer vacation, but I don't know where. Maybe Oaxaca is a good choice.

Raul: While you'**re thinking** about it, let me show you some things on Internet to convince you.

Answer the following questions.

1. What is Ana doing?

2. What is Alex doing?

3. What is Raul doing?

4. What is Maria planning to do?

01 Mi vida en otra lengua U1.indd 24 10/3/12 1:07 PM

DEVELOPMENT

As you can see, the words in bold in the previous dialogue between Maria and Raul describe actions that are happening at the present time. These are verbs in a tense called **present progressive** or **present continuous**.

We use the present progressive to talk about things that are happening at the moment or time of speaking.

Example: "Please, don't make so much noise. I **am studying**." (Right now I am doing the action of studying).



The present progressive is formed with the present tense of the verb *to be (am, is, are)* + the verb ending in *–ing*.

An expression of time is a word or group of words that indicates that something happens in the present (today, now), happened in the past (yesterday, a long time ago) or future (tomorrow, soon).

But before you start using the present continuous, you have to take in consideration certain rules before adding –ing to a verb:

To know more

The verb is the most important part of the sentence because it expresses an action, event or state of being. The verb says something about the subject.

Rules to add –ing to a verb	
When a verb ends in –e, you drop the –e before adding –ing.	make – making
When a one syllable verb ends in a vowel and consonant, you double the consonant before adding –ing.	run - running
When a verb ends with –y you just add –ing.	lay - laying
When a verb ends in –ie, you change the –ie to –y and add –ing.	die – dying
In all other cases you just add –ing.	work – working

2 Write the following verbs in present progressive using –ing form. Check your answers in Appendix 1.

1. Play _____
2. Swim _____
3. Take _____
4. Tie _____

01 Mi vida en otra lengua U1.indd 25 10/3/12 1:07 PM

5. Look _____
6. Want _____
7. Bore _____
8. Lie _____
9. Dance _____
10. Scream _____

However, it is not the same thing to say: "I am dancing with you" that "I am not dancing with you". Can you see the difference? Which is it? Exactly! One is affirmative and the other one is negative.

Now that you know how to write a verb with –ing ending, you can study the way to combine present progressive in affirmative, negative, interrogative and short yes / no questions. Read the following information. In all the examples you will see a personal pronoun as subject.

Learning strategy

Remember that a personal pronoun takes the place of a noun. For example in the sentence: "Maria is dancing", you can substitute "Maria" with the personal pronoun "she": "She is dancing".

Personal pronouns and forms of the verb to be in present	
Personal pronoun	**Verb to be in present**
I	am
You	are
He	is
She	is
It	is
We	are
They	are

Present progressive affirmative		
Subject	**Be + verb with –ing**	**Complement**
I	am reading	a book.
You, we, they	are reading	a book.
He, she, it	is reading	a book.

Present progressive negative		
Subject	**Be + not + verb with –ing or contraction (pronoun + be) + not + -ing**	**Complement**
I	am not reading I'm not reading	a book. a book.
You, we, they	are not reading You're/We're/They're not reading	a book. a book.
He, she, it	is not reading He's/She's/It's not reading	a book. a book.

01 Mi vida en otra lengua U1.indd 26 10/3/12 1:07 PM

Present progressive interrogative			
Be	**Subject**	**Verb with - ing**	**Complement**
Am	I	reading	a book?
Are	You, we, they	reading	a book?
Is	He, she, it	reading	a book?

Present progressive short answers (yes / no answer)
Yes, subject + be **No, subject + be + not or contraction (pronoun + be) + not**
Yes, I am. No, I am not. No, I'm not.
Yes, you, we, they are. No, you, we, they are not. No, you're, we're, they're not.
Yes, he, she, it is. No, he, she, it is not. No, he's , she's, it's not.

Now play with us! As you can see, there is a difference between saying yes and saying no.



Change the following statements to affirmative, negative, interrogative and short yes / no questions. Check your answers in Appendix 1.

Example: Are we going to the party?
Affirmative: We are going to the party.
Negative: We're not going to the party. / We are not going to the party.
Short yes: Yes, we are.

1. Maria is writing an e-mail to her friends.

   Negative: _____

   Interrogative: _____

   Short no: _____

2. Alex and Raul are not playing soccer.

   Affirmative: _____

   Interrogative: _____

   Short no: _____

3. Am I telling the truth?

   Affirmative: _____

01 Mi vida en otra lengua U1.indd 27 10/3/12 1:07 PM

Negative: _____

Short yes: _____

4. Is Ana reading the book?

Affirmative: _____

Negative: _____

Short yes: _____

5. Alex is not visiting Maria at home.

Affirmative: _____

Interrogative: _____

Short no: _____



If you want to develop more your speaking ability ask three people around you the question: What are you doing? Record yourself with the help of your cell phone or any other **recording device**.

After you have done this, write their answers on the line with complete sentences. The fourth person is you: write what you are doing in this moment.

Keep the results of your work in your portfolio of evidence and show it to an assessor in the Centro de Servicios de la Preparatoria Abierta.

Example: Tony is making a phone call.

Person # 1: _____

Person # 2: _____

Person # 3: _____

Person # 4: _____

glossary

Recording device: it's divided in two words. Recording (*noun*) the action or process of recording sound or a performance for subsequent reproduction or broadcast.

Device: (*noun*) a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.

Maria is at home looking for information on Internet. Ana is also there trying to help because her friend is having a little bit of trouble concentrating.



Write the correct form of the verb in present progressive on the line. Check your answers in Appendix 1.

Maria: Please be quiet, Ana, I _____ (try) to tell you what I know about Oaxaca. Do you know where Alex is?

01 Mi vida en otra lengua U1.indd 28 10/3/12 1:07 PM

Ana: Alex is in his room. Why? _____ he _____ (go) to Oaxaca?

Maria: No, but Alex is the one who knows about Oaxaca's weather.

Ana: Look! According to Internet it _____ (rain).

Maria: _____ you _____ (play) with me?

Ana: No, I _____ (be). See the web site yourself.

Maria: I _____ (get) **cranky**. Why _____ they _____ (make) so much noise while I _____ (search) for information?

Ana: But Maria, I think your brother is not here. He _____ (ride) his bike in the park.

Maria: Well, it must be my sister; she is really excited about tonight so she must be dancing or something.

Ana: _____ your sister _____ (come) to the party tonight?

Maria: Yes, she _____ (be). And she looks so beautiful with her new dress. I need to lose weight. I _____ (not / drink) sodas for two weeks. I prefer water, so I can wear her dress.

Ana: I'm glad you _____ (laugh). Let's go out for a walk. It _____ (not /rain) any more, and you can keep looking for information later.

Maria: Ok, sounds like a plan.



glossary

Cranky: (*adjective*) (crankier, crankiest) informal, ill-tempered; irritable, "He was bored and cranky after eight hours of working".

To develop your listening and improve your pronunciation

Go to the following web site: <http://www.johnmh.com/ingwords/ing_sent.htm Listen>. and repeat to improve the pronunciation of verbs ending in -ing.

Maria is a very restless and curious person. After returning from the party, she continued looking for information at Oaxaca's web page <www.oaxaca-travel.com> for her next summer vacation. She's reading general information about Oaxaca's location, the way to get there, natural and cultural attractions,

For more information...

If you want to get more information about other places to visit in Mexico, you can go to <http://www.visitmexico.com/en-us/#>.

If you wish to know about Canada, South America, Europe and United States go to: <http://caen.canada.travel/>, <http://www.southamericatourism.com/>, <http://www.visiteurope.com/home.aspx>, <http://www.usa.gov/Citizen/Topics/Travel-Tourism/State-Tourism.shtml>.

01 Mi vida en otra lengua U1.indd 29 10/3/12 1:07 PM

typical food and the weather forecast, so she can know exactly what kind of clothes to wear if she decides to go there.

Looking for information: The Guelaguetza!

6 Listen to the following dialogue between Maria and Ana. After listening for the first time, read it out loud to improve your pronunciation. Then underline the verbs in present progressive tense. Check your answers in Appendix 1.

Ana: Hello Maria! What are you doing? Are you still looking for information?

Maria: Hi Ana. Yes, I'm leaving soon and I want my next summer vacation to be perfect! I'm considering several options, but right now I'm looking at Oaxaca's web page and I think it's the best choice. I'm reading that in July there's a celebration called the Guelaguetza and it takes place exactly when I'm planning my trip.

Ana: What's the Guelaguetza?



Maria: I don't know yet, but I'm reading that it's a celebration that takes place in Oaxaca at the end of July. Dance and music are the attraction as well as other festivities and gastronomy, among other natural and cultural attractions. Are you going on vacation next summer?

Ana: No, I don't think so. I'm staying home.

Maria: Why don't you ask for permission and come with me?

Ana: That sounds really cool. I'm sure my mother will let me go. Besides I'm studying really hard to get good grades, so there's no excuse if my mother doesn't allow me to go. It sounds so exciting!

Maria: Yes! I'm glad you are coming with me. Let's read more about the Guelaguetza.

Let's see what kind of information Maria gave to Ana. Here we have some facts about one of Oaxaca's most famous celebrations: the Guelaguetza.

7 Listen to the following information. Then answer the questions. Check your answers in Appendix 1.

01 Mi vida en otra lengua U1.indd 30 10/3/12 1:07 PM

The Guelaguetza

One of the most colorful celebrations in Latin America takes place in the southern of Mexico. The Guelaguetza is one of Mexico's premiere celebrations of dance and music. Also known as Mondays of the Hill ("Lunes del Cerro") the celebration is held in Oaxaca de Juárez (state capital of Oaxaca) and surrounding towns. The Guelaguetza usually takes place at the auditorium on Fortin Hill. Smaller Guelaguetzas are held in towns in the Central Valleys, including Zaachila, Cuilapam de Guerrero, San Antonino Castillo Velasco and Tlacochahuaya.



The festival connects indigenous traditions with the Catholic faith and occurs on the following two Mondays after July 16th, the Day of the Virgen del Carmen. In this celebration eight folkloric groups participate representing each region of the state.

The roots of this festival are dedicated to indigenous deities, particularly Centeotl, the Zapotec and Miztec goddess of corn.

The Sunday before the event a young woman is chosen to represent Centeotl. She is chosen on the basis of how well she represents her community.

The word "Guelaguetza" corresponds to paying off social debts. The word Guelaguetza comes from the Zapotec language and means "reciprocal exchanges of gifts and services". At its base is an exchange of products and services.

At the end of each dance, each delegation presents their own "Guelaguetza" to the audience by throwing small fruit, hats, coconuts and pineapples. The audience stays alert to catch the gifts and to avoid getting hit by projectiles. Pineapples sting the most.

While the formal dances occur only two days each year, the last two weeks of July are filled with folk art and gastronomic exhibitions.

http://oaxaca.wikispaces.com/Guelaguetza

1. Where and when does the Guelaguetza take place?

2. What does Guelaguetza mean?

3. What two things connect the festival?

4. Who represents Centeotl?

5. What does the delegation throw to the audience?

Festivities like the Guelaguetza are mostly related with religious deities. Music, food, typical clothes and handcrafts are **customs** that complement any festivity or celebration.

Learning strategy

When reading a text always remember to:

- Read the title first to have an idea what it is about. Then read for the first time.
- Underline the words you don't understand and look for them in the dictionary.
- Make sure you read carefully all the questions so that you know what kind of information you have to look for in the text.

glossary

Custom: (*noun*) is a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place or time.

01 Mi vida en otra lengua U1.indd 31 10/3/12 1:07 PM

Mexico is a country rich in traditional festivities that are celebrated with great enthusiasm and that make us proud of them. Some celebrations are universal. This means that are celebrated in many places in the word. Christmas is an example of it. It is the celebration in which the birth of Jesus is received with happiness from the Catholic Church and its followers every 25th of December. In Mexico, it's a custom that families gather together to have dinner at **Christmas Eve**.



Other festivities only take place depending on the country where you live. For example, every 16th of September Mexico has the custom of having a military parade to celebrate the Independence.

Some other traditions are celebrated only in one particular place of the country, like in this case, the state of Oaxaca in which every year the Guelaguetza is organized in July.

Even in our family, we have our own customs and they depend on our believes and traditions.

glossary

Christmas Eve: (noun) December 24, the day or evening before Christmas Day.



If you want to read more about Mexican customs and traditions go to <http://www.buzzle.com/articles/mexican-customs-and-traditions.html>.



If you want to improve your writing ability think about other customs that happen around the world, in your country, your state and your family. Write one example of each in the box indicating when and why they take place. Check your answers in Appendix 1.

Costums in:			
The world	**My country**	**My state**	**My family**
For example: People around the world have the custom of celebrating the arrival of a new year.			



Mexicans have the custom of celebrating "The Day of the Dead" in November making altars remembering them. Imagine you're with your family putting your

01 Mi vida en otra lengua U1.indd 32 10/3/12 1:07 PM



altar in memory of your loved ones. Write at least five things you are putting in it. Feel free to use at any time your dictionary or the web site for any doubt. Look for other examples in Appendix 1.

Example. "I am putting a sugar **skull** with my grandmother's name."

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

glossary

Skull: (*noun*) a framework of bone or cartilage enclosing the brain of a vertebrate; the skeleton of a person's or animals head.

To know more

If you want to read more about this customs and traditions here are some links that can help you in the research:

- <http://www.chinapage.com/newyear.html>
- <http://redescolar.ilce.edu.mx/redescolar/efemerides/septiembre2001/trad-15-16.htm>
- <http://www.mexicodesconocido.com.mx/celebracion-de-dia-de-muertos-en-patzcuaro-michoacan.html>

What's the weather like?

Alex and Raul are making Maria a lot of questions about the trip she's planning to do with Ana next summer. They want to make sure the girls have everything ready. It seems that the guys are going to miss them.

Alex: **Why** are you going to Oaxaca?
Maria: Because Raul is telling me that it's a wonderful place to visit and neither Ana nor I know it.
Raul: **When** are you leaving?
Ana: We're leaving next summer vacation.
Alex: **Where** are you planning to stay in?
Maria: I don't know yet. I'm trying to make the reservation on line, but right now there's no Internet connection.



01 Mi vida en otra lengua U1.indd 33 10/3/12 1:07 PM

U1 WHAT ARE YOU DOING?



Raul: **Who** else is going with you?
Ana: No one else. Just Maria and I.
Alex: Are you planning to practice an extreme sport?
Maria: I don't know. **Why**?
Alex: Because there is a great variety of extreme sports you can practice thanks to many natural resources that Oaxaca has, but many of them depend on the weather conditions.
Maria: Ok let me see the weather channel to find out what the weather is like right now in Oaxaca.
Raul: I'm afraid it's rainy season.
Ana: It's raining a lot! **Why** does this always happen to me?!

The words in bold are used to make questions. The word you use depends on the kind of information you want to get from the other person. As you must remember, they are known as *wh-questions* and they give specific information of what you need to know.

Read the following information:

To know more

You always have to put a question mark (?) at the end of each wh- question. In Spanish you put question marks at the beginning and the end of the question (¿ ?). In English, you only put it at the end.

Wh- questions		
Where indicates place:		Where are you going? To the bookstore.
When indicates time:		When are you leaving? Tomorrow night.

01 Mi vida en otra lengua U1.indd 34 10/3/12 1:07 PM

Wh- questions	
Who indicates person: 	Who are you? I'm a worker.
Why indicates reason: 	Why are you sad? Because I can't find my pet.
What indicates thing or reason: 	What is this? It's a newspaper. What are you doing? I'm studying.
How indicates way to do or state of being: 	How can I help you? Giving me a ride to my house. How are you? Fine, thank you.



To develop your listening and improve your pronunciation

Listen and watch the following explanation about Wh-questions in present tense: <http://nuestroblogdeingles.blogspot.mx/2012/04/wh-questions.html>. Pay attention to the order of the question and the pronunciation of the wh- questions.



Write the question for each of the following answers. Use the best wh-question for each statement. Check your answers in Appendix 1.

1. _____ Fine, thank you.
2. _____ I'm your new math teacher.
3. _____ I'm here to help you to study for your exam.
4. _____ I'm coming all this week at four o'clock.
5. _____ This is the math book you are going to use.
6. _____ We're going to study in the assistance group.

01 Mi vida en otra lengua U1.indd 35 10/3/12 1:07 PM



Unscramble the following questions. Check your answers in Appendix 1.

1. the / what / doing / are / girls /?

2. is / old / how / he / ?

3. are / living / they / where / ?

4. this / owner / is / the / of / who / bag / ?

5. why / crying / is / baby / the / ?

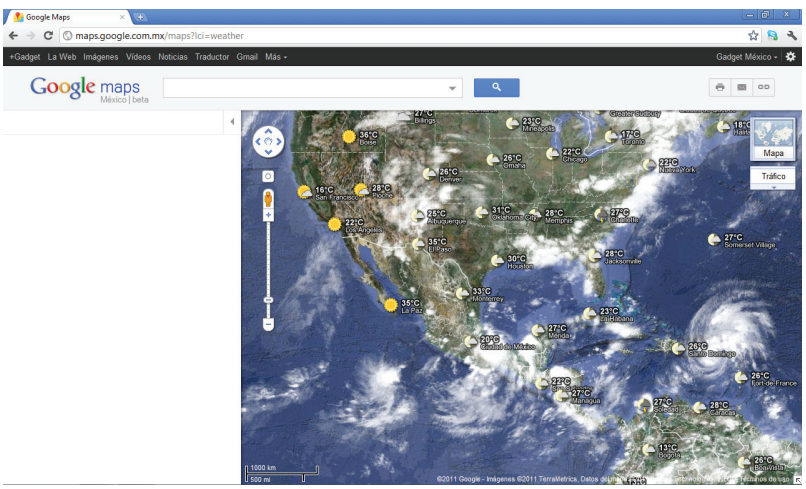
6. start / we / do / when / ?

glossary

Meteorologist: (*noun*) an expert in or student of meteorology; a weather forecaster: "Meteorologists predict rain for the rest of the week".

Imagine you are good friends with Maria and Ana and you want to help them get ready for their trip. You found out that your uncle is a **meteorologist** and he can give you all the information the girls need to know what to pack for visiting Oaxaca.

The weather forecast is the application of science and technology to predict the state of the atmosphere in a particular place or all around the world. Weather forecasts are useful in our everyday life because they help us decide what kind of clothes to wear in the day, what kind of outdoor activities you can have or simply to know if it's going to be a rainy or sunny day, for example.



To know more

There are many ways you can check the weather forecast at any moment: In newspapers, radio, TV news, weather channel, or in different Web sites like the one of the Servicio Meteorologico Nacional <www.smn.cna.gob.mx> where you can find information about satellite images, maps, weather forecast and radar predicting natural events, like hurricanes.

01 Mi vida en otra lengua U1.indd 36 10/3/12 1:07 PM

Talking about the weather immediately makes us think about global warming. Global warming is the rapid increase in Earth's average surface temperature and it's affecting many parts of the world. The example of global warming in Mexico are the hurricanes, the recent floods in Tabasco and the extreme droughts in almost 50% of the country: Zacatecas, Chihuahua, Durango, San Luis Potosí, among others. Natural hazards of disasters like tornadoes, hurricanes and flood are more frequent and more dangerous every year all around the world.



In the following box you have some paintings. Each of them refers to a specific type of weather. Read the definition given in each of them and write down the type of weather it describes. Check your answers in Appendix 1.

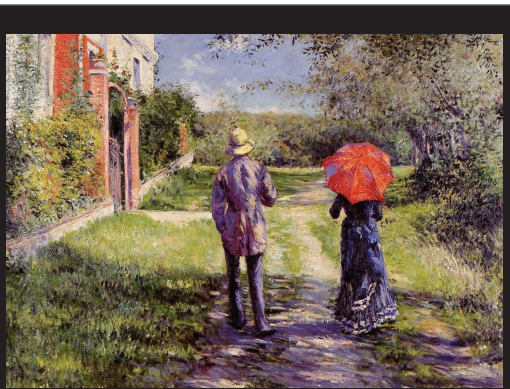


Gustave Caillebote, *Paris street: A rainy day*, 1877, 212 × 276 cm., Art Institute of Chicago.

Example:

Type of weather: Rainy

Definition: *adjective* (*rainier*, *rainiest*) (of weather, a period of time, or an area) having a great deal of rainfall.



Gustave Caillebotte, *Rising road*, 1881, 100 × 125 cm, Private collection.

Type of weather: ❶

Definition: adjective (*sunnier, sunniest*) bright with sunlight.

01 Mi vida en otra lengua U1.indd 37 10/3/12 1:07 PM



Regina Calton Burchett, Break in the storm clouds, 24 × 18 inches, authors collection.

❷

Type of weather:

Definition: adjective (*cloudier, cloudiest*) (of the sky or weather) covered with or characterized by clouds.

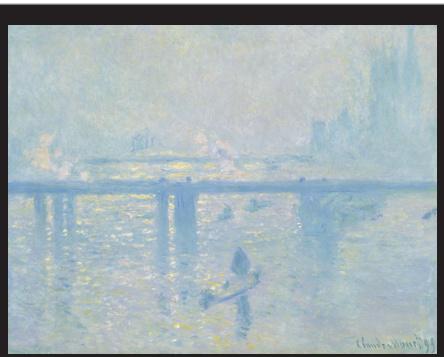


Gustave Caillebotte, *Roof tops under snow*, 1878, Musée d'Orsay, París.

❸

Type of weather:

Definition: adjective (*snowier, snowiest*) covered with snow.



Claude Monet, *Charing Cross Bridge*, 1899, 64.8 × 81.6 cm, Mueso Thyssen-Bornemisza, Madrid.

❹

Type of weather:

Definition: (*foggier, foggiest*) full of or accompanied by fog.



Sir John Lavery, *A windy day*, 76 × 63.5 cm, 1910.

❺

Type of weather:

Definition: adjective (*windier, windiest*) marked by or exposed to strong winds.

For more information...

If you want to know more vocabulary about the weather, read the information in the following web site: <http://www.saberingles.com.ar/lists/weather.html>.

01 Mi vida en otra lengua U1.indd 38 10/3/12 1:07 PM



Match the columns. Check your answers in Appendix 1.

Is a tube of violently spinning air that touches the ground.	Ice Break
A severe tropical storm having winds 120 kilometers per hour.	Thunderstorm
To go from a frozen to a liquid state.	Hurricane
A weather storm characterized by the presence of lightning and its acoustic effect.	Tornado

Packing up their bags!

Every girl knows that, when she's planning a trip, one of the most important things that she has to take in consideration is the type of clothes she's going to pack. Something elegant or something comfortable? Pants or dresses? Sweaters or **tank tops**? This depends on the weather of the place she's visiting. Maria and Ana are reading the weather forecast in Internet at <http://www.wunderground.com/weather-forecast/MX/Oaxaca.html> just to know how's the weather like in Oaxaca during the summer.

To explain about the weather, you need to consider the **season** you are talking about, and by season we mean the type of weather and the type of clothes you wear in each climate.

glossary

Tank top: (*noun*): a close-fitting sleeveless top.

Season: (noun) is one of the four divisions of the year, marked by changes in weather, ecology and hours of daylight.



Match the columns. Check your answers in Appendix 1.

Spring	Leaves start to change color and fall from trees. The arrival of night becomes earlier.
Winter	Very hot and dry. Days are longer and nights are shorter.
Fall or Autumn	Coldest season of the year. Days are shorter and nights longer.
Summer	Warm season. Rain starts and flowers regrow. Days are closer to 12 hours long.



Match the following columns. On the left you have the seasons and on the right four different choices of outfits. Can you tell which outfit matches which season? Check your answers in Appendix 1.

glossary

Outfit: (*noun*) a set of clothes worn together, typically for a particular occasion or purpose: "A riding outfit."

01 Mi vida en otra lengua U1.indd 39 10/3/12 1:07 PM

Spring

Gray wool coat, brown boots, blue gloves and a white hat. To add a little bit of interest, a red scarf that draws attention to the face.



Summer

Pair flat equestrian-inspired boots with a pretty dress and an empire-waist coat.



Fall or Autumn

Nothing is as on-trend this season as a maxidress, especially in warm weather-ready nautical stripes. Just **cinch** your waist with a brown leather belt and some **comfy** sandals.



Winter

Bright blue cardigan with roll up shorts, white tee, brown scored belt and beautiful sandals.



glossary

Cinch: (*verb*)[*with object*]: secure (a garment) with a belt.

Comfy: (*adjective*) (*comfier*, *comfiest*) [*informal*]: comfortable.



When somebody says that he-she is taking things "to a whole new level", it means that you can do things much better than before. It's like in videogames!

In general, Oaxaca has a mild weather during the year but in summer it's warm. Now that they know how's the weather like in Oaxaca, Ana and Maria can decide what kind of clothes they need to take for their trip. But weather is not the only thing that matters: personal style is also really important. For example, Ana likes to wear comfortable clothes and Maria likes comfortable and fashionable clothes.



Look at the box below. There are different kinds of clothes and accessories. Can you decide which of these are Ana's and which are Maria's? Write them down in the corresponding list. There can also be some options that can be used by both of them: write them down as well. Check your answers in Appendix 1.

01 Mi vida en otra lengua U1.indd 40 10/3/12 1:07 PM

Maria	Ana
Both	

high heeled shoes
turtle neck sweater
blue jeans
coat
cap
shorts
long skirt
tennis shoes
backpack
scarf
short sleeved blouse
handbag
sunglasses
low heeled shoes
hat



Maria said to Ana that as a condition for going to do the extreme sports she love's so much, she wants to go dancing in Oaxaca.



If you want to reinforce your vocabulary circle the word that does not belong to the group. Check your answers in Appendix 1.

ring	necklace	socks
jacket	bathing suit	scarf
skirt	baseball cap	dress
shoes	boots	sandals
t-shirt	tie	shirt
watch	wallet	slipper
sunglasses	hat	blanket
trousers	sweat pants	sneakers



Clothes can be marked by size: **S** for small, **M** for medium, **L** for large, **XL** for extra large.

01 Mi vida en otra lengua U1.indd 41 10/3/12 1:07 PM



Ana: Oh, my god, Maria, are you taking all of that to Oaxaca?
Maria: Of course, I have to be absolutely perfect in every occasion.
Ana: And why is that? You are taking too much stuff!
Maria: This is not stuff! This is fashion and do you know what fashion means? Fashion changes so fast that what is modern today will look out of fashion in a few years. Some people, like you Ana, don't worry about fashion because what they want is to use comfortable clothes. Others, on the other hand, think that being fashionable is part of your personality.

For more information...

If you want to know more vocabulary about clothes, read the information in the following web site: <http://www.learnenglish.de/vocabulary/clothes.htm>

The kind of clothes you wear also depends on the place you are or the ceremony you attend. You use formal clothes in places where you need to give a very good appearance, for example, in your work, in a formal ceremony. You use casual clothes in your everyday life and it's even more comfortable than using formal clothes. Come closer, let me show you an example.



What type of clothes would you use in these places? Describe how you would dress in each situation. For example: In your first job interview:

If you're a woman: In my first job interview I can wear a formal dress with a nice coat, high heeled shoes and a handbag that matches in color with the shoes.
If you're a man: In my first job I can dress a dark suit, white shirt, a red tie and black belt and shoes.

In your graduation	In your wedding	In your work	At the beach

Check your answers in Appendix 1.



To develop your listening and improve your pronunciation

Go to the following web site: <http://www.elllo.org/english/Games/G025-Clothes.html>
Listen and repeat to improve your pronunciation about clothes.

01 Mi vida en otra lengua U1.indd 42 10/3/12 1:07 PM



Cut out from a magazine or newspaper the picture of a person (actress or singer you like most). Write the description of what the person is wearing including accessories and colors. Example: He is wearing a purple T-shirt, blue jeans and gray boots.

Once you have done that, justify why you like the clothes he/she is wearing. Remember to keep the result of your work in your portfolio of evidence so your assessor can see your progress.



While Maria is reading about the Guelaguetza's celebration she stops to think that Mexico has a **huge** tradition of folkloric outfits.

Maria: Ana, in our trip I want to buy a beautiful blanket blouse.
Ana: How much do you think it costs?
Maria: I don't think it's expensive, why?
Ana: Because I'm thinking to buy my mother a "tehuana dress". It's Oaxaca's folkloric dress.
Maria: Besides, it's very colorful. It's a nice present for your mother.



glossary

Huge: (*adjective*) (huger, hugest) extremely large; enormous: "A huge area."

To know more

Oaxaca's folkloric dress is known as "tehuana". It's an elaborated dress, very colorful made of needlework or embroidery. Many states have beautiful dresses like Veracruz "jarocho" or Puebla "china poblana" that are part of the traditions in our country.

01 Mi vida en otra lengua U1.indd 43 10/3/12 1:07 PM



Is there any outfit that is representative where you live? Write a brief description of it. You can see an example of what you have to do in Appendix 1.



If you want to develop your listening ability put the CD on. You are going to listen to the voice of a woman who works in Oaxaca's market. She is giving you the answers to the questions you normally ask when buying something. Now read the instructions below and complete the activity.

- When you have completed this, look for ten different items of clothing you want to buy. Using the conversation below as a guide, record yourself doing the conversation askinbg the cost of each of the clothes.
- Take the recording to the Centro de Servicios de la Preparatoria Abierta, so that your assessor can listen to your pronuciation. Remember to keep your work safe in your portfolio of evidence.

Customer: Good evening.

Clerk: Good evening. May I help?

Customer: Yes. How much does the tehuana dress cost??

Clerk: It's one hundred pesos. Will you take it?

Customer: Yes, I'll take it. It's very nice.
Or
No. Thank you anyway / No. It's too expensive.

Check your answers in Appendix 1.

01 Mi vida en otra lengua U1.indd 44 10/3/12 1:08 PM

SECTION 2 Hello, Oaxaca

The secret of success is to know something nobody else knows.

Aristotle Onassis



You are working on applying the grammatical notions and proposed vocabulary in this unit to ask for information about the past, assuming an autonomous attitude that is perseverant in the search for information in a disciplined and responsible way.

Coffee with Alex!

The girls have everything ready for their trip to Oaxaca. The suitcases are full with clothes, they already have the bus tickets, and in a few days they are going to be walking around Oaxaca city!

Even though Ana and Maria are really excited about their trip, they are also kind of sad because Alex and Raul are not going with them. Because of that, Ana decided to go out for a coffee with Alex before her trip, to have a nice time together.

Ana: Tell me Alex, when **did** you **start** playing soccer?

Alex: When I was 6 years old. In school, I **loved** playing at recess time. It **started** as a hobbie, but as you know, now I play with the Sub-17 national selection.

Ana: Yes, I know, that is why you are not coming with us to Oaxaca, but, anyway, how **did** you **enroll** to the soccer team?

Alex: Professor Gomez, our sports teacher, once **asked** me to be part of the soccer team because he was sure I was a very good player. My parents **allowed** me to be in it only if I wasn't careless with my grades in school. I **joined** C.D. Guadalajara at the age of 9 and **signed** my first professional contract when I was 16.

Ana: Wow! It's so interesting what you're telling me. Now I understand why you travel so much.

Alex: Yes, that's why I'm studying now. I **promised** my parents not to leave my studies.

Ana: Your parents must feel very, very proud of you. I can't believe I'm speaking to our next "Chicharito"! Can you give me your autograph?

Alex: Come on, stop kidding!



After having this conversation with Alex, Ana was ready to go to Oaxaca. Once in the bus, Maria asked Ana about what she **talked** with Alex during the coffee.



Read the dialogue between Ana and Maria and answer the questions with the information from the conversation with Alex. Check your answers in Appendix 1.

Maria: Come on, Ana, don't fall asleep, tell me: when **did** Alex **start** playing soccer?

Ana: _____

Maria: And why **did** he **enroll** to the soccer team?

01 Mi vida en otra lengua U1.indd 45 10/3/12 1:08 PM

Ana: _____

Maria: So how old was he when he **signed** his first professional contract?

Ana: _____

Maria: And what **did** he **promise** to his parents?

Ana: _____

Maria: With what team is he playing now?

Ana: _____

But please, stop asking me questions! I want to get some sleep before we arrive to Oaxaca!



The words in bold in the previews dialogue correspond to the **past tense**, which is used to talk about finished actions in the past. As you can see there are two different kinds of words in past tense:

1. The verbs are the ones that have an –ed ending.
2. The question form in past has the auxiliary verb did.

Present	I	do	homework
	You	do	
	He/ She/ It	does	
	We	do	
	You	do	
	They	do	
Past	I / You / He/ She/ It / We / You / They		did homework

Past tense verbs ending in *–ed* are called **regular verbs**. The auxiliary *did* expresses past time and is used in the negative, interrogative and short yes / no answers.

Present tense has two auxiliary verbs depending on the subject or personal pronoun (do / does) in past it is the same for all of them (did). The auxiliary *did* is always used with the simple form of the verb.

Example: Affirmative: I *worked* hard. (regular verb ending in –ed)
Negative: I *didn't work* hard. (auxiliary did + simple verb *not* ending in –ed)

01 Mi vida en otra lengua U1.indd 46 10/3/12 1:08 PM



Look at the following chart. It's a comparison between present and past tense using the auxiliary *do / does / did.* Can you see how they change? What's the difference between one and the other?

Auxiliary do / does / did			
Present Tense: Auxiliary Do / Does		**Past Tense: Auxiliary Did**	
Affirmative:	I open the door. He opens the door.	Affirmative:	I opened the door. He opened the door.
Negative:	I don't open the door. He doesn't open the door.	Negative:	I didn't open the door. He didn't open the door.
Interrogative:	Do I open the door? Does he open the door?	Interrogative:	Did I open the door? Did he open the door?
Yes / No:	Yes, I do. / No, I don't. Yes, he does. / No, he doesn't.	Yes / No:	Yes, I did. / No, I didn't Yes, he did. / No, he didn't



Change these negative and interrogative forms in present (do / does) to past tense (did). Check your answers in Appendix 1.

Example: I don't like the soup. — I didn't like the soup.

Does he like the soup? Yes, he does. — Did he like the soup? Yes, he did.

I don't like the soup because I dislike that flavor. — I didn't like the soup because I disliked that flavor.

1. Ana doesn't like to sleep in buses.

   _____

2. Do you play the guitar? No, I don't.

   _____ No, _____

3. I don't listen to you, Maria, because I want to sleep.

   _____

4. Does she look pretty asleep? Yes, she does.

   _____ Yes, _____

5. We don't snore!

   _____

6. Do they wash the bus? No, they don't

   _____

Now that you know how to use the auxiliary verb did, look at the following information of how to use the simple past regular verbs in affirmative, negative, interrogative and short yes / no questions.

01 Mi vida en otra lengua U1.indd 47 10/3/12 1:08 PM

AFFIRMATIVE

I loved you.

SUBJECT → You can change it for:

- We loved you.
- He (she/it) loved you.
- They loved you.
- You loved me.

VERB with *–ed* ending

NEGATIVE

I didn't love you.

SUBJECT → You can change it for:

- We didn't love you.
- He (she/it) didn't loved you.
- They didn't love you.
- You didn't love me.

AUXILIARY

VERB

INTERROGATIVE

Did I close the door?

Two possible answers:

Yes, I did. No, I didn't.

In this structure the subject is I, but you can change the pronoun so that it corresponds to the person you are talking about:

Did { I / you / he/she/it / we / they } + close the door?

While in the affirmative and the negative forms the subject goes before the auxiliary, in the interrogative form you have to put the auxiliary DID first, followed by the subject.

You have to take in consideration certain things before adding *–ed* to a verb: Read carefully to the following information.

Adding *–ed* ending to regular verbs	
When the simple form of the verb ends in *–e*, you only add **–d.**	change – changed
When the simple form of the verb ends in *–y*, you change it to *–i* before adding **–ed**.	study – studied.
When a one-syllable verb ends in one vowel + consonant, you double the consonant (excepting c, w, x or y) before adding **–ed.**	plan – planned (Exception: allow – allowed)
When a verb of more than one syllable ends in vowel + consonant, the consonant is doubled before adding **–ed** if the last syllable is stressed.	omit – omitted (the last syllable sounds stronger)
If the last syllable is unstressed, the consonant is not doubled.	visit – visited (the last syllable doesn't sound strong)

To know more

To know when a syllable is stressed you have to notice which of the parts of the word sounds stronger, this is the one stressed. For example, in the Spanish word "ÁRbol", the first syllable is the stressed one, and in this other word, "cosTAL" is the second syllable the one that is stressed.

24 Write the following regular verbs in past tense. Check your answers in Appendix 1.

1. Dance _____
2. Stop _____
3. Try _____
4. Look _____

01 Mi vida en otra lengua U1.indd 48 10/3/12 1:08 PM

5. Listen _____
6. Arrive _____
7. Watch _____
8. Open _____
9. Wash _____
10. Enjoy _____



Complete the sentences. Use the past tense form. Check your answers in Appendix 1.

1. I _____ (want) to go to the party.
2. _____ you _____ (watch) the baby? Yes, I _____
3. Yes, when I _____ (play) with him he _____ (stop) crying.
4. You _____ (not smile) at me.
5. I _____ (try) to phone you last night.
6. _____ you _____ (finish) the exam? No, I _____ _____. It was too long.
7. His grandfather _____ (die) two years ago.
8. She _____ (live) in a very small town.

The use of time expressions in past also helps to give an idea of a past action. For example: yesterday, a long time ago, in the past, five minutes ago.

What's your pastime?



Even though Maria really tried hard, she wasn't able to stop Ana from sleeping, so she had to entertain herself during the five hours long trip. She found an article in one of the

01 Mi vida en otra lengua U1.indd 49 10/3/12 1:08 PM

magazines she carried with her where she found a quiz about which type of hobby you should practice depending on your personality.

Here it is:

A pastime is an activity that occupies ones spare time pleasantly. Having a pastime, indoors or outdoors, helps you to relax from day to day work, increases your mental or physical activity.

Knitting, painting, drawing are a good therapy that can be done in house alone or with the company of friends. A pastime or hobby also helps you to be more sociable because you can spend your time playing, enjoying or talking with your family or friends.

A pastime also depends in the place where you live. For example, people go skiing in places where there are mountains covered with snow. Practicing water sports is possible near rivers or beaches. Outdoor pastimes are more expensive and risky and some are considered extreme sports. Sports are also pastimes. Even doctors recommend practicing at least one sport in order to have a healthy life.



What kind of person are you? To know it circle the option you identify most with and see which are the results.

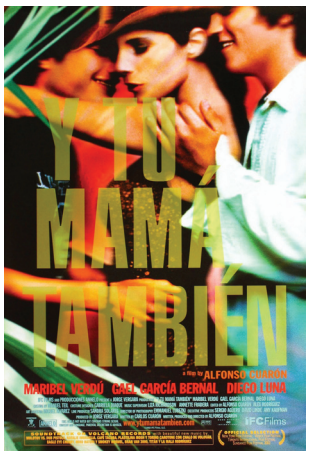
1. In a Sunday morning what do you like to do?
   a. Write in my diary drinking a cup of tea.
   b. Lie down in my bed, listening to my favorite record.
   c. Go out with my friends to talk about what happened during the week.
   d. Jogging for hours!
2. Choose one of the following options to do in a normal afternoon:
   a. Practice applying paint, pigment or color to a surface. I got to have some alone time once in a while!
   b. Play an electronic game that involves human interaction with a user interface to generate visual feedback on a video device. Videogames rock!
   c. Cooking a lovely dinner for my family and closest friends, they are everything to me!
   d. To play the ball in such a way that the opponent is not able to return it, I love playing tennis!
3. Which one of these classes do you like the most:
   a. Literature, history, arts.
   b. Music, history, math.

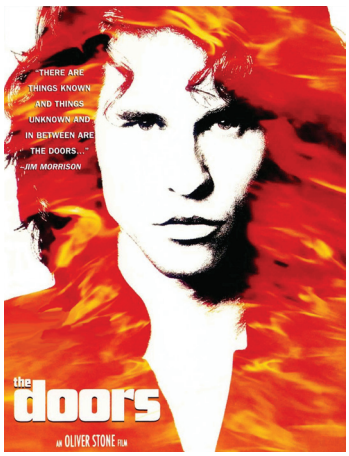
01 Mi vida en otra lengua U1.indd 50 10/3/12 1:08 PM

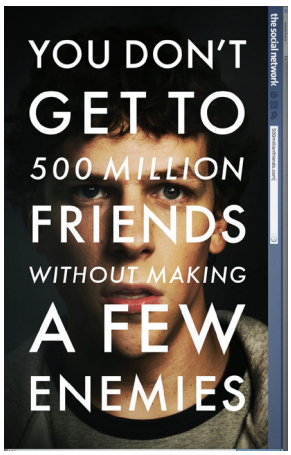
c. All of them as long as I can talk and debate.

d. Sports, obviously!

4. If you were a movie, which one would you like to be?









a. The mexican film *Y tú mamá también*.

b. *The Doors* by Oliver Stone.

c. Facebook's history, *The social network*!

d. The boxing film *Million dollar baby*.

5. How do your friends describe you?

a. Nerdy and intelligent.

b. A music **freak**.

c. Sociable and friendly.

d. Sports, sports, sports.

6. What do you do if you are at a party and you don't know anyone?

a. I always carry a book with me for these uncomfortable situations.

b. I start feeling the music and let myself go.

c. I start talking to everyone around me to get to know all of them.

d. I look for a TV to watch some soccer, there's always a game to watch!

7. What do you do when you are feeling sad?

a. Write down what I am feeling to get it out of my system.

b. Play my guitar or listen to my sad playlist.

c. I talk with my friends; I need someone to listen to me.

d. I run and run until I have no energy left.

glossary

Freak: (*noun*) *informal*: a person who is obsessed with or unusually enthusiastic about a specified interest: "*A fitness freak.*"

01 Mi vida en otra lengua U1.indd 51 10/3/12 1:08 PM

glossary

Dust: (*noun*) fine, dry powder consisting of tiny particles of earth or waste matter lying on the ground or on surfaces or carried in the air: *"The car sent up clouds of dust."*

Lawn: (*noun*) an area of short, mown grass in a yard, garden, or park.

To know more

Have to run This phrase is used for saying that you are late. Example: "I'm late, I have to run!" It's a manner of speaking.

8. At your house, which of these activities do you prefer to do?
   a. Taking the **dust** of the books.
   b. Moping the floor and dance.
   c. Washing the dishes and talking with your mom.
   d. Cutting out the **lawn**.
9. Choose one of these pets:
   a. A cat, because it is independent.
   b. A fish, because it always looks like it's singing a song.
   c. A friendly dog, that gets along with everyone.
   d. A parrot, because it is able to fly.
10. Which of these phrases do you use the most?
   a. Let me think.
   b. Are you listening to me?
   c. Call me!
   d. I have to run!



If most of your answers were A means you are: Artistic intellectual.

You enjoy indoor activities, such as reading, drawing, painting. You prefer the company of your beloved ones, and you don't like crowded places. Every once in a while you like baking some cookies for your friends!



If most of your answers were B means you are: Music addict.

You rather be with your guitar than with other people, you are a music fan! You can spend hours and days listening to your favorite record. Besides music, you prefer staying home playing videogames than going out into the wild.



If most of your answers were C means you are: Social network.

You are just like Facebook: you connect everybody with your charm and people skills. You love going out with your friends, chatting and talking all the time. You enjoy going to the movies with your friends. Shopping is your

01 Mi vida en otra lengua U1.indd 52 10/3/12 1:08 PM

favorite sport. When you need some alone time you stay at home, make some jewelry and then you are ready to party!

If most of your answers were D means you are:
Sports fan.

Climbing, hiking, tennis, even playing hide and seek, you love any activity that makes your body move. "Sports" is like your second name, and all of your friends know that if they need information about what to do outdoors they just need to ask you and you will give them the perfect answer!

Do you agree with the result? Does it fit your personality and tastes?



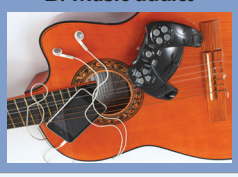
To know more

Indoor means activities that you do in a close place and most of them while you're sitting. **Outdoor** are activities or sports that you practice in an open area while you're doing physical exercise.

Maria: It's amazing! The description from A is like Ana, she loves reading books; the one from B is like Raul, his favorite pastime is listening to music; the one from D is so Alex, he's a sportsman and I couldn't be more C! I'm always using my social networks to be in touch with my friends and relatives.

27 Here is a list of indoor and outdoor pastimes. Write each word in the correct column depending on each of the personalities given in the quiz results. Check your answers in Appendix 1.

card games	cooking	board games	climbing
darts	tennis	water sports	paper craft
jogging	jewelry making	dice games	videogames
playing the guitar	poetry lectures	hiking	reading a book
go to the movies	going to concerts	painting	organizing parties
going to museums	shopping	tweeting	chatting

	A: Artistic intellectual	B: Music addict	C: Social network	D: Sports fan
				
Indoor				

(*Continues...*)

01 Mi vida en otra lengua U1.indd 53 10/3/12 1:08 PM

(*Continuation...*)

Indoor				
Outdoor				



If you want to improve your vocabulary look for the following list of words in the dictionary or in a web page: swimming, composing, writing e-mail, riding motor-cycle, knitting, biking, playing chess, walking in the park.

Write down one for each of the results from the quiz, depending on the type of person that would practice them. Remember that the personalities are: (A) Artistic intellectual, (B) Music addict, (C) Social network and (D) Sports fan.

Check your answers in Appendix 1.

For more information...

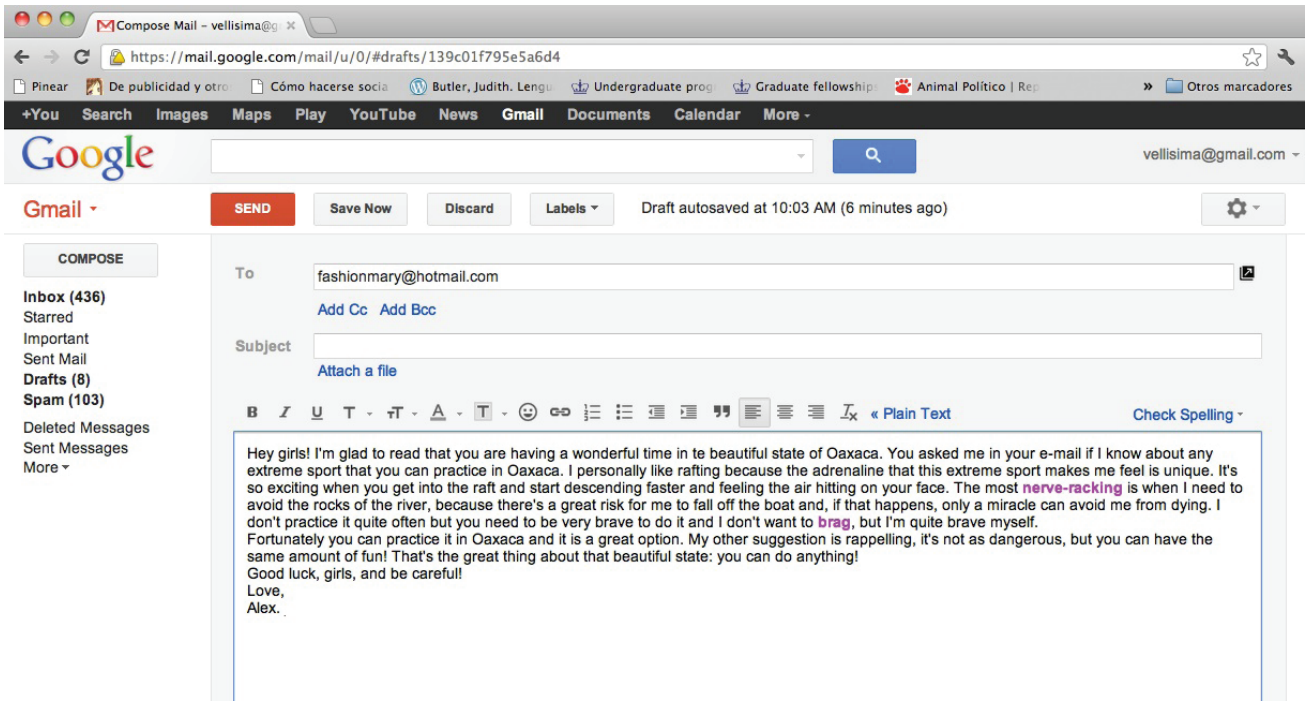
You can look for some other activities in the next web page: <http://www.shertonenglish.com/resources/es/vocabulary/recreation-hobbies.php>

Indoor activities	Outdoor activities
A.	A.
B.	B.
C.	C.
D.	D.

Extreme sports!

Maria and Ana wrote an e-mail to Alex because they wanted him to recommend them some sports they can practice while they are in Oaxaca. This is his answer:

01 Mi vida en otra lengua U1.indd 54 10/3/12 1:08 PM



glossary

Nerve-racking: (*adjective*) causing stress or anxiety: "His driving test was a nerve-racking ordeal."

Brag: (*adjetive*) arrogant speech or manner.

Alex **was** nervous the first time he practiced water rafting, and the girls **were** nervous as they read the e-mail. Ana asked Maria if she **was** going to come with her to practice rappel, and she answered yes. "We **were** really nervous, Alex, you can't even imagine", they wrote later to their friend.

Are you a nervous person? Do you like doing extreme sports? Do you know any person that likes this kind of activities?



Answer the following questions with the information from Alex's e-mail to the girls. Check your answers in Appendix 1.

1. Why does Alex like rafting?

2. What's the most nerve-racking moment when practicing rafting?

01 Mi vida en otra lengua U1.indd 55 10/3/12 1:08 PM

3. Where are the girls spending their vacations?

_____

4. What sport did Alex recommend the girls?

_____

Learning strategy

Keep in mind that the present tense of verb to be is as follows:

I	**am**
You	**are**
He/She/It	**is**
We	**are**
They	**are**

Do you remember which are the forms of the verb *to be* in present tense? Well, now in this section you will study the forms of the verb *to be* in past: was / were. Read the following chart. Here you have all the information you need to know about the past tense of verb to be.

Verb to be past tense : was / were
(They are used for talking about states of being and as connectors.)

Personal pronouns	Affirmative	Negative : was + not or contraction	Example
I, He, she, it	Was	Was not / Wasn't	I was afraid. I was not afraid. I wasn't afraid. (the same for he, she, it)
We, you, they	Were	Were not / Weren't	We were afraid. We were not afraid. We weren't afraid. (the same for you, they)



To develop your listening and improve your pronunciation

You have to notice that the pronunciation of where (uer) and were (uer) is the same, but their meanings are different. The first one is the question to ask about a place (Where is the cinema?) and the second one refers to the past form of verb to be (You were angry last night), so when using these words you have to pay special attention to the context to make sure you are using it the right way.



Choose the correct form *was* or *were* to complete the sentences. Check your answers in Appendix 1.

1. I _____ angry.
2. Tom and Ana _____ late.
3. Alex _____ with Ana in the party.
4. Ana and Maria _____ happy.
5. Raul _____ (not) with me.

01 Mi vida en otra lengua U1.indd 56 10/3/12 1:08 PM

6. They _____ (not) able to come to the meeting.
7. I _____ (not) hungry.
8. You _____ with me all day long.



Listen to the following song. Fill in the missing words using the correct form: *were*, *was* or *where*. Besides these words you can also find some present progressive forms that you have already seen in previews sections, so listen carefully! When you finish, check your answers in Appendix 1.

What Were We Thinking?
by Joss Stone

Try to turn it off,
But it's hard to see
Through this emptiness.
Slowly breaking me,
Maybe hurt me just a little less.
Then I can start to breathe
But still your heart is out of reach.

[Chorus:]

What _____
we _____?
And what will we do now,
Right now, right now, right now?

The sun hasn't shined today at all.
A funny thing, you haven't called.
Tell me why,
Or should I be asking?
How would I respond to it all?

Times _____ good.

I wish you _____ around more.
I can feel you at my door,
But it's not you, it's someone else.
What can I do?
Oh, what did we do?

[Chorus]

Try to turn it off,
But it's hard to see
Through this emptiness.

Slowly _____ me,
Maybe hurt me just a little less.
Then I can start to **breathe**
But still your heart is out of **reach**.

[Chorus]

I should have known.

It _____ right in front of me.
Screaming girl just walk away.
See, it can't ever be.
Oh, what would we do now?
We carried on making our mistakes,

Thinking our love _____ free.
Now you've taken a part of me
Right now.

glossary

Breathe: (*verb*) [*no object*]: take air into the lungs and then expel it, especially as a regular physiological process.

Reach: (*verb*) [*no object*] stretch out an arm in a specified direction in order to touch or grasp something.

Were you able to understand all of the missing words? How many "where" did you find? There are none! Can you notice why? All of the missing parts of the song talk about the past, and they don't talk about a place.

01 Mi vida en otra lengua U1.indd 57 10/3/12 1:08 PM

They are back!



Read the following dialogue. Listen to the CD that comes with this book to improve your pronunciation.



Alex: Where were you last night?

Raul: I was at home. Why?

Alex: I **was waiting** for you to go to the cinema together.

Raul: Oh, that's right! I'm sorry, I forgot. I **was waiting** for the girls at the bus station.

Alex: That's right, they are back already. I **was thinking** on inviting them. Did you tell them to come?





Raul: Yes but they weren't able to come. Ana **was unpacking** her suitcase and Maria **was chatting** with her friends from Oaxaca in Facebook. By the way, how was your game yesterday?

Alex: Not so bad. The only problem was that while we **were playing** it started to rain, so we had to stop.

Raul: **Were** you **winning** the game when you stopped playing?

Alex: Of course. The other team **wasn't playing** with all its players. That gave us a great advantage.



Raul: Oh, don't be modest! You **were going** to win anyway!

Pay attention to the words in bold. This form is the **past progressive** or **continuous** and is used to say that someone was in the middle of doing something at certain time. The past progressive does not tell us whether an action was finished or not. Example: Ana was helping her mother. We don't know if she finished or not helping her mother.

This form it's also able to tell that an action was going on at a certain time in the past. Example: While we were playing it started to rain.

What is the difference between present progressive and past progressive? Read these statements.

01 Mi vida en otra lengua U1.indd 58 10/3/12 1:08 PM

I'm studying for the exam. (At this exact moment I'm doing the action of studying)

I was studying for the exam. (Some time in the past I was doing that, and there is a possibility that I'm still doing it)

The past progressive is formed with the past tense of the verb *to be (was, were)* + the verb ending in *–ing*. Look at the following information:

Past progressive affirmative		
Subject	**Be + verb in –ing**	**Complement**
I, he, she, it You, we, they	was reading were reading	a book. a book.
Past progressive negative		
Subject	**Be + not + verb in –ing or Contraction (wasn't / weren't) + -ing**	**Complement**
I, he, she, it	was not reading wasn't reading	a book. a book.
You, we, they	were not reading weren't reading	a book. a book.

Past progressive interrogative			
Be	**Subject**	**Verb – ing**	**Complement**
Was Were	I, he, she, it You, we, they	reading reading	a book? a book?

Past progressive short answers (yes / no answer)	
Yes, subject + be No, subject + be + not or Subject + contraction (wasn't / weren't)	
Yes, I, he. she, it was. No, I, he, she, it was not. No, I, he, she, it wasn't.	Yes, you, we, they were. No, you , we, they were not. No, you, we, they weren't.



Here are some activities that Alex and the people around him do every day. Using *was* or *were* when necessary + the ing form of the verb. Check your answers in Appendix 1.

Example: Alex → 6:00 o'clock (wake up): At six o'clock he **was waking** up.
Ana and her sister → 2:00 o'clock (eat lunch): They **were eating** lunch at two o'clock.

1. Alex's mother → 7:30 o'clock (eat breakfast) :

01 Mi vida en otra lengua U1.indd 59 10/3/12 1:08 PM

2. Raul → 8:00 o'clock (washing clothes):

3. Alex's brother → 11:00 o'clock (study):

4. Maria → 1:00 o'clock (visit friends):

5. Ana's grandmother → 4:00 o'clock (play cards):

6. Rauls little siblings → 6:30 o'clock (watch TV):

7. Maria's parents → 8:00 o'clock (have dinner):

8. Alex → 9:00 o'clock (chat with Maria):



As you can see, there are some names that have an apostrophe and (') an "s" at the end ('s). This ortographical sign means that the information that follows is related to that word.

Example:

Ana's grandmother = the grandmother of Ana.
Raul's little siblings = the little siblings of Raul.
Tony's pizza place = the pizza place of Tony.
The advantage is that you can save a lot of words!



Use the words in brackets to make complete sentences using past progressive. Check your answers in Appendix 1.

Example: Yesterday I / buy / a blouse.
Yesterday I was buying a blouse.

1. Ann / write / a letter in her room.

2. Jim / get / ready to go to school.

01 Mi vida en otra lengua U1.indd 60 10/3/12 1:08 PM

3. Carla and David / have / breakfast.

4. Who / make / a phone call?

5. Linda and Lisa / chat / in math class.

6. What / you do / at this time yesterday?

7. I / not drive / fast.

8. Maria / wear / a beautiful dress last night.



Find and underline the verbs in the following paragraph. Once you have done that, change them to past progressive. Check your answers in Appendix 1.

In the cafeteria some people are standing and many others are waiting. Some are choosing their food and others are putting it on their trays. Raul is ordering some ice cream and Ana is picking up a salad. The cashier is taking money. Alex and Maria are already eating. A boy is talking while his girlfriend is laughing.



In order for you to find it easier to solve this activity, you have to know that the verb *get* and the verb *chat* both have a different form in present progressive.

– get → getting
– de chat → chatting.

Welcome back party!

While Maria and Ana were in Oaxaca, the boys decided to organize a "welcome back" party with all of their closest friends. They did everything really fast, because they didn't have a lot of time so, **while** Alex called all of their friends, Raul bought all the things they were going to need. **When** they realized it was too much work, they asked their friends for help: **when** Lucy arrived, she had to bake the cake.

01 Mi vida en otra lengua U1.indd 61 10/3/12 1:08 PM

U1 WHAT ARE YOU DOING?



While Alex and Raul organized the balloons, Ralph and Mark set the table. **When** the girls arrived, they didn't know what a huge surprise they were going to have!

What about you? Has anyone ever organized you a surprise party? Was it exciting? How did they do it?

As you can see, in the last exercise the words *while* and *when* are in bold. *While* and *when* are **connectors** that are used to describe actions that happen at the same time even if they take place in present or past.

While gives more emphasize to the time, the duration of the action. While is used in past progressive and simple past to say that something happened in the middle of something else. Example: While I was reading, my mother came.	**When** refers to a specific or punctual action. Its meaning changes if used in past or past progressive. Examples: When Tom arrived, we had dinner. (Past: Tom arrived, then we had dinner) When Tom arrived, we were having dinner. (Past Progressive: Tom arrived, we already started dinner)

To know more

A connector is a word that is used to join words or sentences.



Fill in the blanks using *while* or *when* where necessary. Check your answers in Appendix 1.

1. I fell asleep _____ I was watching television.
2. _____ I was sleeping, I heard a scream.
3. I was not driving fast _____ the accident happened.
4. He fell off the ladder _____ he was painting.
5. She was dancing _____ the lights went off.
6. _____ we were swimming, we saw a shark.



Listen to the suggestions the lady is giving you to organize the perfect party. While you are listening, try to read along so you can improve your pronunciation.

01 Mi vida en otra lengua U1.indd 62 10/3/12 1:08 PM



Now that you have listened to her advices, write down five advices you can give to have the best surprise party. Record yourself saying them to another person or read them out loud. When you have finished, go to the Centro de Servicios de Preparatoria Abierta and show your recording to one of the assessors. Remember to keep your work in the portfolio of evidence.

_____

_____

_____



Change the following sentences to **past tense** and write, with the help of one of the connectors, something related to the activity pointed in each sentence. Check your answers in Appendix 1.

Example: Raul is listening to the music. Someone knocked at the door.
(when) Raul was listening to music, when someone knocked at the door.
(while) While Raul was listening to music, someone knocked at the door.

1. I'm washing my clothes. She is making her homework.

   (while) _____

2. You were painting the house. I arrived

   (when) _____

3. Helen is planning to go. Her father is sleeping in the sofa.

   (while) _____

01 Mi vida en otra lengua U1.indd 63 10/3/12 1:08 PM

4. People are entering the theater. They play starts.

   (when) _____

5. Children are clapping. We are dancing.

   (when) _____

6. We are having breakfast. Your parents arrive.

   (when) _____



Read the following information. Then make questions using Who?, Where?, Why?, How? and What? in past tense. Check your answers in Appendix 1.

Maria is a very sociable person. She always likes to be around people and making new friends. That's why she was so happy when she saw that the boys had organized a surprise party. The place chosen to have the party was Maria's house, because her parents are really cool. Many friends were invited by Facebook and others in an informal way. During the party, they were eating pizza and drinking soda.

They were singing songs of "Camila", a pop music group, while someone played the piano. Ana and Alex were talking about their studies, telling anecdotes and their favorite pastimes while Raul was playing cards with another friend. When they were having a good time, the light went off!



1. _____?

   The boys organized the party.

2. _____?

   They organized the party in Maria's house.

3. _____?

   She was happy because she likes to be around people and making new friends.

4. _____?

   They invited them by Facebook.

5. _____?

   They were eating pizza.

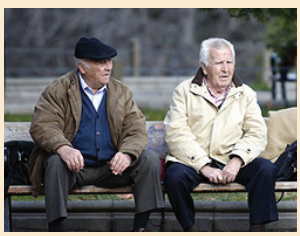
01 Mi vida en otra lengua U1.indd 64 10/3/12 1:08 PM

In the party Ana was telling anecdotes. An anecdote is a short and amusing or interesting story about a real incident or person. It is expressed in past tense or past progressive.

40 Read the anecdotes that Ana and Alex were telling to the rest of the guests in the party. Listen the CD to improve your pronunciation.



My sister was taking a shower when her 2 year old son came into the bathroom and wrapped himself in toilet paper. Although he made a mess, he looked adorable, so she ran for my camera and took a few shots. They came out so well that she had copies made and included one in each of their Christmas cards. Days later, I called her about the picture, laughing hysterically, and suggesting her to take a closer look. Puzzled, my sister stared at the photo and was shocked to discover that in addition to her son, she captured her reflection in the mirror wearing nothing but a camera!



Two elderly gentlemen from a retirement center were sitting on a bench under a tree when one turns to the other and says:

"Hugo, I'm 83 years old now and I'm just full of aches and pains. I know you're about my age. How do you feel?"

Hugo says, "I feel just like a newborn baby."

"'Really? Like a newborn baby?"

"Yes. No hair, no teeth, and I think I just wet my pants."

41 Write an anecdote about something that happened to you when you were in elementary school. Ask your parents if you don't remember any one. The beginning is given. Read it out loud and, when you finish writing put it in your portfolio of evidence, so you can show it later to your Centro de Servicios de Preparatoria Abierta assessor.

When I was…

01 Mi vida en otra lengua U1.indd 65 10/3/12 1:08 PM

You are working on applying the grammatical notions and proposed vocabulary in this unit to ask for information about the past, assuming an autonomous attitude that is perseverant in the search for information in a disciplined and responsible way.

SECTION 3 Eating bugs!

You may not realize it when it happens but a kick in the teeth may be the best thing in the world for you.

Walt Disney

Feeling nostalgic!

Ana was filling really nostalgic about the trip she made with Maria, so she decided to do something that always made her feel better: to write in her diary.

Read Ana's diary. Look up in a dictionary for the words in bold. Check the answers in Appendix 1.

Dear diary:

Today I **woke up** with a really big craving for "tlayudas". I **began** to think about those big tortillas **topped** with steak, beans and a bit of "quesillo", lettuce and tomato slices on the top. I **thought** about all the good memories I have from the trip to Oaxaca: like when Maria and I **went** to Monte Alban, or the happy time when we finally **found** the blouses and skirts we **wanted**. I even remember that horrible bee that **stung** me when we **were** having an ice cream near the ex-convento de Santo Domingo.

Anyway, I already **wet** your pages with nostalgic tears yesterday, so I think I'm going to sleep. Maybe I'll dream of "chapulines" and chocolate.

Xoxo
Ana

To know more

Xoxo means "hugs and kisses". These words are used for expressing affection or good friendship at the end of a letter, email or SMS.

Write down the words in **bold** and what they mean.

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

01 Mi vida en otra lengua U1.indd 66 10/3/12 1:09 PM

6. _____

7. _____

8. _____

9. _____

10. _____

As you can see, all the words in **bold** are verbs and Ana used them to express past actions. In this section you will learn how to ask for and give information about past events using the **past tense with regular** and **irregular verbs**. Also you will be able to talk about food, health and wellbeing.

In the last section you studied regular verbs, those ending in *–ed*. Irregular verbs are also verbs that are in past must be memorized because they are not related to simple forms. There are more or less 150 of them used in English.

In order to make it easier for you to recognize the irregular verbs, they are presented here in groups to facilitate their study. You can find a complete list of the irregular verbs in Appendix 2. The verbs that are here are the most common ones. If you have doubt of the meaning of any of them, look at the dictionary. You need to practice the use of these verbs by writing them and listening to their correct pronunciation.

Learning strategy

To memorize the verbs you can write them and rewrite them till you remember them. Also you can repeat them alone in an empty space so you memorize them well. Hear their pronunciation in the CD and repeat after you hear.



Listen to each verb of the following charts. Pay attention to the pronunciation from the recording so you can pronounce it correctly afterwards.

Present and past sound the same	
Infinitive / Past	
bet	bet
cost	cost
cut	cut
hit	hit
hurt	hurt

Infinitive / Past	
let	let
put	put
quit	quit
set	set
wet	wet

Past form ends in "t"	
Infinitive / Past	
bend	bent
build	built
lend	lent
send	sent
spend	spent

Vowels and consonants change	
Infinitive / Past	
bring	brought
buy	bought
catch	caught
fight	fought
teach	taught
think	thought

01 Mi vida en otra lengua U1.indd 67 10/3/12 1:09 PM

Vowel changes from sound "i" to "e"			
Infinitive / Past		Infinitive / Past	
bleed	bled	mean	meant
feed	fed	meet	met
feel	felt	read	read *
keep	kept	sleep	slept
lead	led	sweep	swept
leave	left	weep	wept
*The simple and past of read is the same, but the pronunciation in past is different, sounds like (red).			

Vowel changes from “I” to “u”			
Infinitive / Past		Infinitive / Past	
dig	dug	string	strung
stick	stuck	swing	swung
sting	stung	win	won

Vowel changes from “I” to “ae”			
Infinitive / Past		Infinitive / Past	
begin	began	shrink	shrank
drink	drank	sing	sang
swim	swam	sink	sank
ring	rang	spring	sprang

Different vowel changes			
Infinitive / Past		Infinitive / Past	
come	came	run	ran
find	found	say	said
go	went	sell	sold
hang	hung	shine	shone
have	had	shoot	shot
hear	heard	sit	sat
hold	held	slide	slid
lay	laid	stand	stood
light	lit	strike	stuck
lose	lost	tell	told
make	made	write	wrote
pay	paid		

With irregular verbs you use exactly the same rules in affirmative, negative, interrogative or yes / no question for past tense. The only difference is that when using regular verbs in past you add –ed ending, and with irregular verbs you have to know the correct form of the verb. There’s no rule, just knowing them.

01 Mi vida en otra lengua U1.indd 68 10/3/12 1:09 PM

Simple past irregular verbs			
Affirmative			
Subject	**Irregular verb**		**Complement**
I, you, he, she, it, we, they	wrote		a letter.
Negative			
Subject	**Auxiliary past didn't / did not**	**Simple verb**	**Complement**
I, you, he, she, it, we, they	didn't or did not	write	a letter.
Interrogative			
Auxiliary Did	**Subject**	**Simple verb**	**Complement**
Did	I, you, he, she, it, we, they	write	a letter?
Short yes / no answers			
Yes / No	**Subject**		**Auxiliary did / didn't**
Yes,	I, you, he, she, it, we, they		did.
No,	I, you, he, she, it, we, they		didn't.



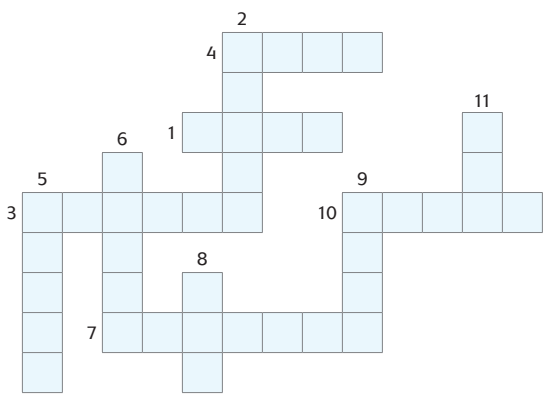
Write the past tense form of the following verbs to complete the crossword puzzle. Check your answers in Appendix 1.

Down

2. sleep
5. begin
6. build
8. win
9. go
11. put

Across

1. read
3. buy
4. swim
7. think
10. write



01 Mi vida en otra lengua U1.indd 69 10/3/12 1:09 PM

45 Read the following text. Rewrite it in past tense. Check your answers in Appendix 1.










Every day Raul gets up at 6:30. He takes a shower, **shaves** and chooses his clothing. At 7:30 he has breakfast. He doesn't eat much just toast bread, juice and coffee. He leaves the house at 7:45 and catches the bus at 8:00. He spends most of his time in the library. He reads books and magazines and writes notes of what he thinks it's interesting. At 11:00 o'clock he eats a snack. On his way back home, he buys the newspaper. In the evening, he plays with Alex and they have fun.

glossary

Shave: (*verb*) cut the hair off one's face with a razor.

Yesterday, _____

01 Mi vida en otra lengua U1.indd 70 10/3/12 1:09 PM

The nostalgic now is Maria. She met a boy in Oaxaca. They went to have a coffee together, and then they went dancing and walking by the city. They listened to the next song.



Listen to the following song: "Because you love me" by Celine Dion. As you listen, write the correct form of the verb in past tense. Enjoy the music. Check your answers in Appendix 1.

Because You Loved Me – Celine Dion

(stand) For all those times you _____ by me

(make) For all the truth that you _____ me see

(bring) For all the joy you _____ to my life

(make) For all the wrong that you _____ right

(make) For every dream you _____ come true

(find) For all the love I _____ in you
I'll be forever thankful baby

(hold) You're the one who _____ me up (let) never
_____ me fall

(see) You're the one who _____ me through, through it all

(be) You _____ my strength

(be) when I _____ weak

(be) You _____ my voice

(can't) when I _____ speak

(be) You _____ my eyes

(can't) when I _____ see

(see) You _____ the best

(be) there _____ in me

(lift) _____ me up

(can't) when I _____ reach

01 Mi vida en otra lengua U1.indd 71 10/3/12 1:09 PM

(give) You _____ me faith

(believe) `cause you _____ I'm everything I am

(love) Because you _____ me

(give) You _____ me wings

(make) and _____ me fly

(touch) You _____ my hand

(can) I _____ touch the sky

(lose) I _____ my faith,

(give) you _____ it back to me

(say) You _____ no star was out of reach

(stand 2x) You _____ by me and I _____ tall

(have 2x) I _____ your love, I _____ it all

(give) I'm grateful for each day you _____ me
Maybe I don't know that much but I know this much is true
I was blessed because I was loved by you
(chorus)

(be) You _____ always there for me

(carry) The tender wind that _____ me
A light in the dark shining your love into my life
You've been my inspiration

(be) Through the lies you _____ the truth
My world is a better place because of you.

Salad and grasshoppers!

Ana, Maria, Alex and Raul are planning to have a meeting at Ana's house to have dinner together and play card games. Everybody agreed to bring a dish so Ana's mother wouldn't have to prepare all the meal by herself. As Ana is the host, she offered a lemonade and prepared brownies as dessert.

Ana: Hello everybody. Thank you for coming.
Maria: Hi, Ana. I brought a pasta with shrimps and mushrooms.

01 Mi vida en otra lengua U1.indd 72 10/3/12 1:09 PM



Alex: It really looks and smells delicious! Eating pasta is something that my doctor recommends to keep fit, but not too much. By the way, I prepared a salad. It's really colorful because it has different kinds of lettuce, tomatoes, onions, peanuts, cucumber, olive oil and a little surprise.

Maria: What did you put in there?

Alex: A crunchy and very nutritious treat that you girls brought to me as a present from Oaxaca… Yes, ¡chapulines!

Maria: That sounds delicious!

Ana: That's exactly what I call a healthy dish.

Raul: I think I'm going to pass on that salad, I don't eat bugs.

Ana: It doesn't matter, Raul.

Raul: Thank you Ana. I'm so sorry. I didn't bring anything because, as you know, I don't like cooking. If you don't mind, let me make a phone call so they can bring us a pizza and some soda.

Alex: Don't worry Raul. We already have the delicious fusilli that Maria brought and frequently eating pizza is not so healthy because it has many calories. Instead, I suggest that Raul washes the dishes.

Ana: Yes! Good idea. By the way Maria. Can you give me the recipe?

Maria: Yes, of course. It's easy, what you need is…

glossary

Dice: (*verb*) cut food or other matter into smal cubes.

Mince: (*verb*) cut up or grived food into very small pieces.

Peel: (*verb*) remove the outer covering from a vegetable, fruit or shrimp.

Devein: (*verb*) remove the central vein of a shrimp.

Cayenne: (*noun*) special kind of pepper.

Maria's Peppered Shrimp

Ingredients

350 g fusilli pasta
55 g butter
30 ml extra-virgin olive oil
1 onion, **diced**
2 cloves garlic, **minced**
1 red pepper, diced
225 g portobello mushrooms, diced
400 g medium shrimp, **peeled** and **deveined**
1 (15 ounce) jar Alfredo sauce
120 ml cream
2 g **cayenne** pepper, or more to taste
Salt and pepper to taste
15 g chopped parsley cheese

Instructions



1. Bring a large pot of lightly salted water to a boil. Add pasta and cook for 8 to 10 minutes or until it is dente; drain.
2. Meanwhile, melt butter together with the olive oil in a saucepan over medium heat. Stir in onion, and cook until softened and translucent, about 2 minutes. Stir in garlic, red pepper, and mushroom; cook over medium-high heat until soft, about 2 minutes more.
3. Stir in the shrimp, and cook until firm and pink, then pour in Alfredo sauce, and cream; bring to a simmer stirring constantly until thickened, about 5 minutes. Season with cayenne, salt, and pepper to taste. Stir drained pasta into the sauce, and serve sprinkled with chopped parsley.

Bon appetite!

01 Mi vida en otra lengua U1.indd 73 10/3/12 1:09 PM

You are what you eat…

Alex has always watched his figure, because in sports you have to be fit. He always eats vegetables and he doesn't like eating sweets and things that are not useful for his body. Raul, on the other hand, likes eating lots and lots of junk food, such as pizza and hamburgers, ice creams and chocolates. Except for bugs, of course!

Somebody said, "You are what you eat". Eating is something that we do every day, like breathing or sleeping. It may sound strange, but many people don't know how to eat. Since childhood, our parents taught us to have three meals a day, but do you know that now doctors recommend to have 5 every day? The way to do it is to know how to combine the different kinds of food that we have, using the food pyramid information.



The food pyramid shows you the kind of food you need to eat daily in order to have a healthy body.

01 Mi vida en otra lengua U1.indd 74 10/3/12 1:09 PM

Write each vocabulary word in the box that matches with the specific color that is shown in the food pyramid. Check your answers in Appendix 1.

Soda 	Milk 	Bread 
Cheese 	Banana 	Rice 
roast beef 	potatoes 	peach 
candies 	chicken 	cream 

Red			
Blue			
Green			
Yellow			
Orange			

01 Mi vida en otra lengua U1.indd 75 10/3/12 1:09 PM

48 Match the columns by drawing a line from the food and its description. Check your answers in Appendix 1.

This food helps to have strong muscles and provides protein and iron, which is responsible of carring oxygen to all our system.	Fruits
This group provides calcium for strong bones and teeth.	Grease and oil
This food gives carbohydrates that provide the energy to study and play. and fiber for a healthy digestive system.	Milk
You need this group to **nourish** your skin and other organs, but in small amounts.	Meat
This food provides vitamins A, B and C as well as fiber and helps us fight infections and prevent diseases.	Bread, cereals
This sweet group comes in different colors. You can eat them raw or cooked and provide you with vitamins, especially C, and fiber.	Vegetables

glossary

Nourish: (*verb*) provide with the food or other sustances neccesary for growth, health and good condition.

Although Raul and Alex are interested in being in good shape, they like to eat all types of food: Italian, French and Chinese but they think that Mexican is the best. Mexico's food is so delicious, colorful and well recognized in international events. When people talk about Mexican food, they immediately think about chili, sauce, beans, tortilla, mole, etc. Each state has its most representative plate. For example, Jalisco is well known by its *tortas ahogadas*, Puebla has its unique *mole poblano* and Yucatán is famous for *cochinita pibil*.

49 Guess the word that best fits to the following descriptions of typical Mexican food. Check your answers in Appendix 1.

1. 

Flour tortilla filled with cheese, folded and pressed flat. It can also be heated until the cheese melts.

_____

2. 

Mashed avocado often mixed with tomatoes, onions, cilantro, chilli and garlic.

_____

01 Mi vida en otra lengua U1.indd 76 10/3/12 1:09 PM

3. 

Large tortilla rolled up with meat and fried.

4. 

Sauce made of many ingredients. Unsweetened chocolate, chilli, spices, nuts, fruits, seeds and served with chicken. It was first made in Puebla.

5. 

Dessert made with condensed and evaporated milk and covered with a sort of soft caramel topping.

Maria ate so much fusilli that know she feels sick. Have you ever had a situation like this? Probably, yes. Read what happened.



This is a conversation between Raul and Maria but it's scrambled. Write in the line at the left side the correct number to put it in order. The beginning is given. Check your answers in Appendix 1.

____ **Raul:** If you continue feeling bad, call the doctor.

____ **Maria:** Hi Raul. I don't feel very well.

____ **Raul:** Did you sleep well tonight? Maybe last night's dinner at Ana's house made you sick. Did you eat "chapulines"?

____ **Raul:** Why don't you go home and take a rest?

1 **Raul:** Hello Maria, how are you?

____ **Maria:** I have a terrible headache and I think I have a fever.

____ **Maria:** Yes, I did. I think I'm catching a terrible cold or the chapulines I ate made me sick because I'm not used to eat them.

____ **Maria:** I think you're right. I'll go home.

____ **Raul:** What's wrong with you?

____ **Maria:** I promise. See you tomorrow.

01 Mi vida en otra lengua U1.indd 77 10/3/12 1:09 PM

U1 WHAT ARE YOU DOING?

When you feel healthy you have a lot of energy to do many things, have fun, enjoy activities or doing your everyday life. But even when you have a healthy life you can catch a cold or have a pain or get sick.



Look for the meaning of the next words in a dictionary. Then write the correct word under each picture. Check your answers in Appendix 1.

stomach ache cough back ache fever
headache cold toothache sore throat
earache rash





















When we get sick, many times we don't see a doctor. We simply drink a cup of tea, an aspirin or a natural remedy that our grandmother or mother used to cure themselves. At any time, it's important not to self-medicate because it can be dangerous to take medicines without the supervision of a doctor.

01 Mi vida en otra lengua U1.indd 78 10/3/12 1:09 PM



Read the following information. Listen and repeat to improve your pronunciation. At the end, cross out T if the statement is true of F if it's false. Then answer with complete sentences the other questions. Check your answers in Appendix 1.

What do you need to have a healthy life?

Nowadays this theme is taking more importance because the way of living in big cities is creating serious problems in our health. Being in traffic jams for hours, sitting in front of the computer a long time and in a bad position, eating junk food as snacks, drinking sodas, smoking and not doing any kind of exercise are exactly the things that makes your body accustomed to bad habits and, in the future, to have all kinds of aches and diseases. Also hygiene is an important fact in your health as well as having good sleeping habits.

If you want a healthy life you must take in consideration some good habits to improve your lifestyle. For example, every day we hear the importance of eating a balanced diet. Taking in consideration what the food pyramid says, you need a combination of all the food groups especially fruits, vegetables, grains and in less amounts animal products and grease or fat. **Junk food** and fried food is not healthy because it has a lot of fat and calories. It's also really important to drink 2 liters of water equivalent to 8 glasses of water. It makes you feel good and helps to clean your digestive system. Smoking, drinking alcohol and using harmful drugs are not safe for your health and body.

If you are really worried about your heart, and not only because you're in love, doing exercise every day or at least 3 days a week about 30 minutes is enough to keep you in good condition. When was the last time that you visited your doctor? When was the last time you visited your dentist? Visiting your doctor once a year and your dentist every six months is the best thing you can do to prevent any kind of disease or cavity. Also taking a daily shower and brushing your teeth three times a day or after each meal is part of a good hygiene.

Having a pastime is also a good idea to help your mental activity. Going to the movies, watching TV, visiting relatives or friends, spending time doing some indoor activity or any other hobbies that you have helps your body to think in something else besides work or school. It's also necessary and helpful to sleep between 6 to 8 hours every day. If you don't sleep enough, you will feel tired the next day and without the energy you need to continue with your day to day activities.

glossary

Junk food: (*noun*) food that has low nutritional value, typically produced in the form of package snack needing little or no preparation.

1. Eating everything I want is healthy. (T) (F)
2. Visiting a doctor is necessary once in a year. (T) (F)
3. Drinking two glasses of water a day is enough. (T) (F)
4. Sleeping 7 hours is healthy. (T) (F)
5. Smoking is a good habit. (T) (F)
6. Write three bad habits that are described in the article.

01 Mi vida en otra lengua U1.indd 79 10/3/12 1:09 PM

7. Write three good habits that are described in the article.

8. Why do you have to visit the doctor?

9. Why do you need to have a pastime?

10. Why do you need to sleep well?



Test yourself. Circle the answer that best describes your daily lifestyle and habits.

1. How often do you exercise in a week?
   1-3 days | 3-5 days | daily | never
2. Do you eat fruits and vegetables every day?
   1-3 days | 3-5 days | daily | never
3. How often do you eat junk food in a week?
   daily | sometimes | seldom | never
4. How many glasses of water do you drink daily?
   1-3 glasses | 3-5 glasses | 5-8 glasses | don't like it
5. How many hours do you sleep every day?
   2-4 hours | 3-5 hours | 4-7 hours | 5-8 hours
6. Do you brush your teeth?
   after every meal | twice a day | once a day | never
7. When do you visit your dentist?
   every six months | every year | when I have a toothache
8. How often do you practice a pastime or have fun?
   once a week | twice in a month | once in a month
9. Do you smoke?
   yes | no
10. Do you consider yourself a healthy person?
    yes | more or less | no

01 Mi vida en otra lengua U1.indd 80 10/3/12 1:09 PM



If you need to reinforce the use of your writing ability write about your lifestyle. Mention 3 good habits and 3 bad habits you have. Say what you have to do to improve your bad habits and your lifestyle.

Good Habits			
Bad Habits			
What I need to improve			

CLOSING

To finish

In this section you will find some links to do grammar exercises on line in case you have an Internet connection. If not, don't worry, do the exercises that are in this section, that are similar to the ones on the links, and check your answers in Appendix 1. If you have Internet connection and also want to do the exercises below, much better.



Present Progressive: Change the following sentences from present to present progressive. Check your answers in Appendix 1.

1. Peter goes to the cinema.
2. They play a game.
3. She listens to the radio.
4. Do we talk fast?

To reinforce your knowledge...

On *present progressive* do the following exercise on line: <http://www.eclecticenglish.com/grammar/PresentContinuous1F.html>

01 Mi vida en otra lengua U1.indd 81 10/3/12 1:09 PM

5. They don't clean the windows.

_____

6. I love you.

_____

7. They pack their bags.

_____

8. She doesn't work hard.

_____



Past Progressive: Write the verb in parenthesis in past progressive. Check your answers in Appendix 1.

1. When I phoned my friends, they (play) _____ monopoly.
2. Yesterday at six I (prepare) _____ dinner.
3. The kids (play) _____ in the garden when it suddenly began to rain.
4. I (practice) _____ the guitar when he came home.
5. We (not / cycle) _____ all day.
6. While Aaron (work) _____ in his room, his friends (swim) _____ in the pool.
7. I tried to tell them the truth but they (listen / not) _____.
8. What (you / do) _____ yesterday?

To reinforce your knowledge...

On *past progressive*, do the following exercise on line. <http://www.ego4u.com/en/cram-up/grammar/simpas-paspro/exercises>



Wh- Questions: Do the following exercise of wh-questions on line:
Complete the question for each wh- question in past tense. Check your answers in Appendix 1.

a) _____?
They lived in Belize.

b) _____?
The lesson began at 8 o'clock.

c) _____?
They got home at 6 o'clock.

To reinforce your knowledge...

On wh- questions, do the following exercise on line: <http://fog.ccsf.cc.ca.us/~mbibliow/whquestions3-3.html>

01 Mi vida en otra lengua U1.indd 82 10/3/12 1:09 PM

d) _____?
She spoke English very well.

e) _____?
Those books cost one dollar.

f) _____?
They travelled by car.

g) _____?
She cried because she failed an exam.

h) _____?
They met on the corner every morning.



While and When: Write complete sentences using while and when. Remember to use past tense.

1. I hurt my knee. I was playing soccer.

   (While) _____

2. They were talking about the exam results. The manager came in.

   (When) _____

3. Mary lost her wallet. She was walking in a crowded street.

   (While) _____

4. Somebody stole my IPod. I was speaking to a friend on the phone.

   (When) _____

5. We were getting ready for the picnic. It started to rain.

   (While) _____

To reinforce your knowledge...

Using *while* and *when*, do the following exercise on line: <http://www.iesromerovargas.net/recursos/ingles/hot/english/eso3/conn1.htm>



Regular and Irregular verbs. Find the regular verb in each line and underline it. Then write it on the first line in past tense. Then write all the irregular verbs in past tense too on the second line.

Example: say, lose, dance, sing:
(regular) **danced**
said, lost, sang

01 Mi vida en otra lengua U1.indd 83 10/3/12 1:09 PM

To reinforce your knowledge...

Of *regular and irregular verbs*, do any of the following exercises on line: <http://www.englisch-hilfen.de/en/exercises_list/verbs.htm>

1) read, feel, play, see:

2) listen, do, go, make:

3) know, help, say, think:

4) like, write, forget, eat:

5) take, bring, cut, clean:

6) watch, be, have, meet :

7) put, buy, cook, teach:

8) catch, find, answer, lose:

9) want, tell, win, sit:

10) sell, build, drink, open:

01 Mi vida en otra lengua U1.indd 84 10/3/12 1:09 PM

It's your turn

Imagine that Maria and Ana are your friends. They have been telling you all about their trip to Oaxaca: how exiting it was, how many people they met, the beautiful places they saw. After hearing once and again all those great anecdotes, you have decided to go on a trip yourself, but first you have to take in consideration certain things so that your journey is funny and smooth.

Write on the lines the answer to each question.

- Have you decided where to go?

  You can think of all the places you already know, what have you liked the most about them, who did you planned the trip with. After doing all of this you will be able to choose a certain kind of place that you would like to see. For example, do you like going to the beach? Or maybe you prefer the cold weathers, where you can drink hot chocolate near a fireplace. Do you prefer site seeing, or extreme sports? Museums or markets? Based on your previews experiences you can make a decision that you are happy with.

- What are you doing now for making your trip a reality?

  As you have seen already throughout the unit, planning a trip requires a lot of preparation. For example, you have to look for hotels that you are able to pay, places you want to see, things you want to buy, food you want to eat. For having everything organized and clear you can keep a journal of all the things you find interesting to do in your place of destination.

01 Mi vida en otra lengua U1.indd 85 10/3/12 1:09 PM

▣ How are you going to get there?

Now that you know where to go and what to do there once you arrive, you have to decide how you are going to get there. By plain? Bus? Train? Boat? Walking? Bike? You can ask the people you know what they recommend you. Remember that you have a lot of different ways of asking questions, depending on what you want to know.

Now you have all the information needed to make a trip.

Assess yourself

1. What I liked most of the unit:

2. What I found difficult:

3. What I didn't like:

Cross out how do you feel in these areas.

	☺ Very good	😐 Good	☹ Regular
Grammar			
Vocabulary			
Listening			
Reading			
Writing			
Speaking			

01 Mi vida en otra lengua U1.indd 86 10/3/12 1:09 PM





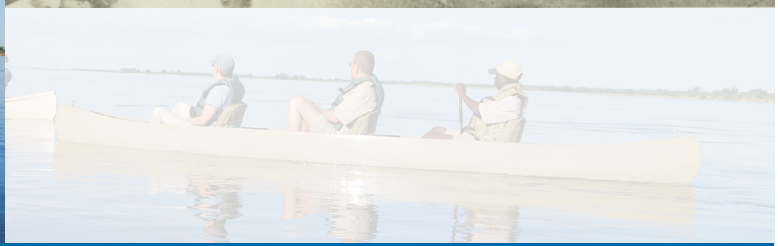
UNIT

2









I didn't know about it!

What am I going to do and how?

Day to day it is necessary to talk about what has happened, recently or historically, sharing the other people's experiences in the past, compare and contrast characteristics of many things. This will need knowledge and practice of the use of verb's tenses, past and present. During the study of this unit you'll be learning and developing the required competencies to do all these.

With what purpose?

The purpose of this unit is to provide you with the tools to share relevant or interesting information about different events, historical characters, within your personal, familiar, local, national and international environment.

What am I going to learn?

In this unit you will learn how to...

U2 I DIDN'T KNOW ABOUT IT!

Share relevant or interesting information about several facts and History characters in a personal, family, local, national and world levels.

Section1: Change throughout the ages	Section 2: Let's talk about celebrations	Section 3: Talking about world's events	To finish
• Comparing present and past events. • Comparative and superlative adjectives. • Plural nouns. • Expressions of time. • Stages of life, dates, numbers, anecdotes.	• Verb in past tense. • Countable and uncountable nouns. • Questions with how much / how many; a – an / some – any – a lot. • Parties and celebrations, costumes, dates, food, experiences.	• Verbs in past tense, regular and irregular. • Wh- questions. • Dates: when did the Olympic Games, World Wars, World Cups, inventions, etc. occurred. • Important characters, scientists, politics athletes of all times.	• Make your own project. • Practice what you have learned along the unit.

Use the language functions, the grammatical notions and the vocabulary suggested in this unit in an autonomous and perseverant way.

How am I going to work?

For this you will be disciplined and responsible to:

- Ask and answer questions to obtain specific information about the past.
- Ask and answer questions about information of other people's experiences.
- Ask and answer questions about changes in a family, state, national and world level.
- Use expressions to inform about the past, lived experiences and changes in the environment.

From now on you will help us built the glossary. When you find the section "LOOK FOR" you will have to see what word is written down, and you will have to look for it in the dictionary. This way, the glossary will be a part of your work as well.

Throughout the unit you are going to do some activities that you have to keep in your portfolio of evidence. These exercises will help you at the end of the unit to write your autobiography.

The estimated time to complete this unit is 20 hours. Organizing your time to cover the material in the suggested time is an important skill so here's an example of how you can do it:

Section 1: Change throughout the ages	Section 2: Let's talk about celebrations	Section 3: Talking about world's events	To finish
6 hours	6 hours	6 hours	2 hours

Remember to constantly evaluate your work and advances in your studies. Always compare your answers with the ones provided in Appendix 1. Even your mistakes will help you to improve if you reflect on them. Think about your learning process asking yourself: What am I doing right? What hasn't worked? Be ready to make adjustments to your learning strategies to obtain better results.

Which will be the results of my work?

At the end of the unit you will be able to:

02 Mi vida en otra lengua U2.indd 88 10/3/12 1:19 PM

- Apply the functions of language, grammatical notions and vocabulary given in this unit in an autonomous and perseverant way; you'll be disciplined and responsible in order for you to:
  - Ask questions to obtain specific information about past events.
  - Ask questions and get information about others lived experiences.
  - Ask questions about changes in the familiar, local, national and international environments.
- Designs expressions to inform about:
  - Past events
  - Life experiences
  - Changes in the environment

INTRODUCTION

SECTION 1 Change throughout the ages

Teachers open the door, but you must enter by yourself.
Chinese Proverb

In this section you will learn how to ask for and give information about past events with the use of regular and irregular verbs, past of the verb *to be*: was / were, auxiliary *did* and wh- questions. The use of comparative and superlative adjectives, plural nouns and expressions of time will also be part of your learning. You will be able to describe the biography of a historic character as well as the biography of one member of your family including stages of life, costumes, pastimes, anecdotes, dates and numbers and a comparison between past and present events.

You are working on using the function of language, grammatical notions and suggested vocabulary in this unit, in an autonomous, perseverant, disciplined and responsible way to formulate questions to get specific information about the past.

Raul's photo album



Listen to the following text. While you listen, read it out loud to improve your pronunciation. Answer the questions after the text with complete sentences in past tense. Check your answers in Appendix 1.

My great-grandfather

Yesterday Raul came back home at 5 o'clock and saw his mother cleaning a **drawer**. Many things were on the table; papers, clothes and some books. Suddenly one book caught his attention. In fact, it was not exactly a book. It was a very old family album.

(*Continues...*)

glossary

Drawer: (*noun*) a boxlike storage compartment without a lid, made to slide horizontally in and out of a desk, chest, or other piece of furniture.

02 Mi vida en otra lengua U2.indd 89 10/3/12 1:19 PM

U2 I DIDN'T KNOW ABOUT IT!

glossary

Forefathers: (*noun*), (usually **one's forefathers**) a member of the past generations of one's family or people; an ancestor.

Mustache: hair that grows above the upper lips.

To know more

The Mexican Revolution was a major armed conflict that stated in 1910 led by Francisco I. Madero to unseat Porfirio Díaz.

(Continuation...)

He took the album and looked through it. It was a big surprise for him because it was the first time he met his **forefathers**. When he opened it, he felt excited and astonished. All the photos he looked at were in black and white, with strange people in different places. In one, he saw two men in the middle of a field, one taller than the other. One of them was his grandfather. In the photo, his grandfather was younger than when Raul met him as senior adult. In another he saw children playing in a yard: one girl and two boys.





When he turned the page one photo caught his attention. This photograph was older than the other. Yes, no doubt, the man in the photo was his great grand-father dressed with his soldier costume, perfectly combed with a big black **mustache** standing next to his great grand-mother, a beautiful woman wearing a long dress without make-up and with long black hair. She looked like a young adult and was carrying a baby in her arms. Raul was in front of his great-grandparents!

Raul remembered that when he was a child and before going to bed, his mother told him anecdotes about his great-grandfather. He participated in the Mexican Revolution and that made Raul's mother feel very proud of him and her family. From that moment on, Raul also felt proud of his grandfather.

1. What did Raul find?

2. Where did he find it?

3. How did he feel about it?

4. When did his mother tell him anecdotes?

5. Who was his great-grandfather?

Raul and her mother kept talking about the topic. They were really intrigued about their family's past.

02 Mi vida en otra lengua U2.indd 90 10/3/12 1:19 PM



Put the following dialogue in the correct order. Number one is given. Check your answers in Appendix 1.

1 **Raul:** Mom, why didn't you show me this album before?

____ **Mom:** It's me and your two uncles, Manolo and Julio. We were playing hide and seek in the **backyard** of your grandmother's house. As you can see, Julio was **taller** and **older** than Manolo. I was the ***smallest*** of the three. What about this photo of my father?

____ **Raul:** What are their names?

____ **Mom:** I don't know son. Maybe because I forgot it in this drawer for decades. Did you see the photo of three children?

____ **Raul:** She looks **younger** than him and they both are very serious. By the way mom, how can you have a photograph of my great-grandparents? In that time, there were no cameras and look at that dress, it's completely out of fashion!

____ **Mom:** My father, I mean, your grandfather was **thinner** than Juan, his ***best*** friend. Your grandfather was an extraordinary hard workingman. By the way, let me show you the ***best*** photograph of all, this one. Your great-grandparents!

____ **Raul:** Yes, I did. Who and where are they?

____ **Mom:** Of course there were cameras and, my son, clothes and technology changed from one century to another in a very fast way.

____ **Raul:** Who of these two men is my grandfather?

____ **Mom:** Your great-grandfather's name was Luis Hurtado, and his wife's name was Cecilia.

glossary

Backyard: the area behind the house, or more generally, an area near the place you live.

DEVELOPMENT

In the dialogue that you read some words are in bold and others in bold and italics. These **forms of the adjective** are called **comparative (bold)** and **superlative (*bold and italics*)**.

We use comparative adjectives when we compare two things, persons or ideas. After comparatives we add *-er* ending to the adjective; we can also use more or it's opposite less. The comparative uses the word than to establish the link between the two things that are being compared, but sometimes you don't need to write it because you can understand it with the information you are given.

Example:

- Don't go by airplane. It's **more expensive than** train. (Between airplane and train, train costs less money than the airplane.)
- The blouse is too large. I need a **smaller** size.



02 Mi vida en otra lengua U2.indd 91 10/3/12 1:19 PM

U2 I DIDN'T KNOW ABOUT IT!

- Today you woke up **earlier than** yesterday.





- The train is **less expensive than** the plane.

glossary

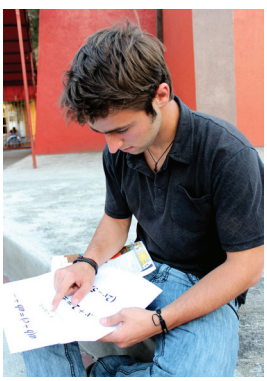
Whole: (adjective) [attributive] all of; entire: *He spent the whole day walking.*

We use superlative adjectives when we compare one thing, person or idea with a **whole**. After superlatives we add **–est** ending to the adjective or use ***most*** or its opposite ***least.*** We don't use ***than*** in superlative form.

Example:

- Yesterday was the ***hottest*** day of the year. (In the whole year there hadn't been a day as hot as that one.)





- Tom is the ***most intelligent*** boy of the group.



- Jane is the ***least serious*** of the class.

You have to take in consideration certain things before adding **–er** or **–est** to the adjective and before using more/less or most/least. Read carefully the following information.

02 Mi vida en otra lengua U2.indd 92 10/3/12 1:20 PM

Comparative and superlative forms			
Rule	**Adjective**	**Comparative**	**Superlative**
• When the adjective is one syllable, you just add **–er** or ***–est***.	cheap	**Cheaper**	***Cheapest***
• When the adjective ends in *–y*, you change it to *–i* before adding **–er** or ***-est.***	pretty	**Prettier**	***Prettiest***
• When the adjective ends in vowel + consonant, you double the consonant before adding **–er** or ***–est***.	big	**Bigger**	***Biggest***
• When the adjective is two or more syllables, you use **more** / **less** or ***most*** / ***least.***	intelligent	**More** intelligent **Less** intelligent	***Most*** intelligent ***Least*** intelligent

There are some adjectives that change their comparative and superlative form without the rules mentioned above. These adjectives are called **irregular adjectives**. Remember the irregular verbs you saw on unit 1? Well, this is a similar case: there are no rules for these adjectives, you will have to remember them.

Irregular adjectives		
Irregular adjective	**Comparative**	**Superlative**
good	better	*best*
bad	worse	*worst*
far	further	*furthest*
little	less	*least*

For more information...

If you want to get more information about *comparative* and *superlative adjectives* go to <http://www.clafoti.com/imagenes10/compa_1.htm>.



Write the comparative and superlative form of the following adjectives. Check your answers in Appendix 1.

	Comparative	Superlative
1. Clean		
2. Happy		
3. New		
4. Expensive		
5. Soft		

02 Mi vida en otra lengua U2.indd 93 10/3/12 1:20 PM

6. Busy _____ _____
7. Good _____ _____
8. Thin _____ _____
9. Important _____ _____
10. Little _____ _____

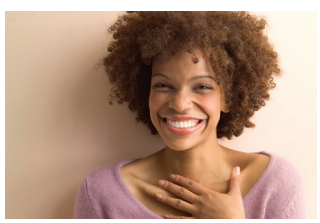
4 Write the correct comparative or superlative form to complete the following sentences. Check your answers in Appendix 1.

1. You can find the _____ (fashionable) clothes in this store.
2. The prices are _____ (little/expensive) than in the store across the street.
3. Which one do you think is _____ (cheap)? The red or white blouse.
4. I think the white is the _____ (pretty).
5. This size fits me because I'm the _____ (thin) of the three.
6. Where do you feel _____ (comfortable)? On the sofa or in the chair?

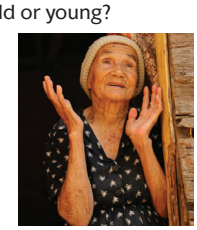
To develop your listening and improve your pronunciation

Watch the following video and listen to the explanation and pronunciation on *comparative and superlative adjectives*. <http://www.youtube.com/watch?v=-kK9jANQOyQ>.

5 Pay attention to the pictures in the box. Answer the questions about the people from the pictures. Compare yourself with them.

	Answer	Comparison
Example: Is she fat or thin? 	She is fat.	She is fatter than me.
Is she a happy or a sad person? 		

02 Mi vida en otra lengua U2.indd 94 10/3/12 1:20 PM

	Answer	Comparison
Is he tall or short? 		
Is his hair long or short? 		
Is she old or young? 		
Is it clean or dirty? 		



Write complete sentences using comparative and superlative forms of cities or places that you know in your country. Read the example. Check your answers in Appendix 1.

Example: (comparative / expensive) Acapulco is less expensive than Cancun.
(superlative / big) Mexico city is the biggest city of my country.

1. (comparative / beautiful)

2. (superlative / high mountain)

02 Mi vida en otra lengua U2.indd 95 10/3/12 1:20 PM

3. (comparative / populated)

4. (superlative / long river)

5. (comparative / cheap)

6. (superlative / expensive)

Raul tells a story: My great-grandfather was…



Raul feels very proud of his family story and shares this feeling with his friends.

Maria: Raul, this picture is unique. Why don't you add it in your Facebook so everybody can see it?

Alex: Come on Maria, who wants to see this photo? It's from the last century and nobody's going to pay attention to it.

Ana: Maybe you're right Alex. It's not important to you because it's not part of your family. But if Raul tells us a little bit more about his great-grandfather, then we will understand why he feels so impressed about it.

Raul: I don't know many details, because he died 31 years ago, but what I remember my mother told me was that …



Listen to Raul's great-grandfather biography. Read it out loud while you listen so that you can improve your pronunciation. Then write the wh- question for each given answer. Remember to use the auxiliary *did* when necessary. Check your answers in Appendix 1.

look for

Look in the dictionary for the following word:

Harvest: _____

_____

_____

A life story

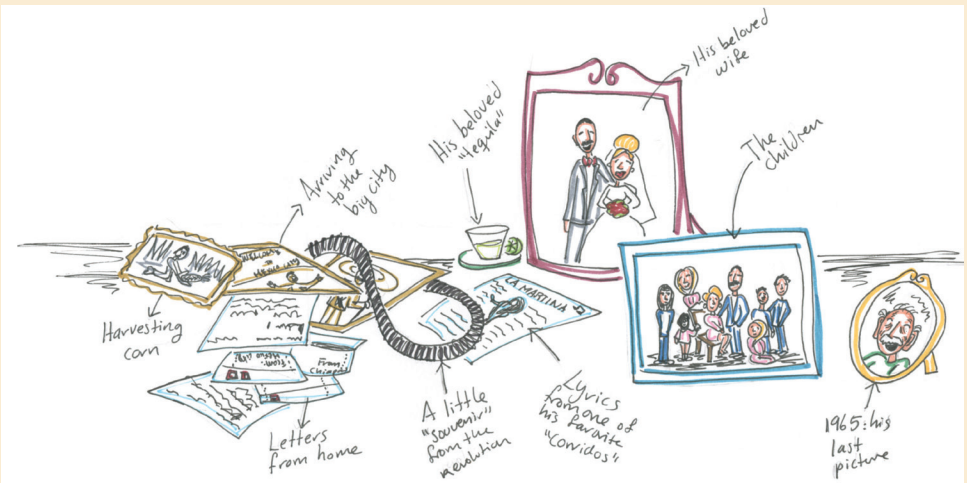
His name was Luis. He was born in Chiapas and was the oldest of 6 brothers and 2 sisters. In his **childhood** he only coursed elementary school and quit because he had to help his father working in the field **harvesting** corn. At that time there was no television, so his pastime was riding bicycle, riding a horse or playing **marbles** with his brothers. When he was **adolescent** at the age of 16, he left home

glossary

Marbles: (*noun*) glass balls. Child game in which glass balls are rolled all along the ground.

02 Mi vida en otra lengua U2.indd 96 10/3/12 1:20 PM

and traveled to Mexico's city where he lived in his uncle's house who taught him to be a carpenter. As time passed he received letters from his family complaining about the injustice between the rich people and the poor farmers. This idea of injustice made him, when he was an **adult** at the age of 20, enroll in the army and participate in the Mexican Revolution. He enjoyed singing Mexican popular songs known as "corridos" and spent his evenings in the canteen talking with friends, dancing with the "adelitas" and drinking "tequila". At the age of 40, when he was **middle age**, he married Cecilia. They had 6 children and the youngest was my grandmother. He was a very responsible and justice man who died in 1965.



To know more

A biography is usually a written history of a person's life.

1. _____
   Luis was Raul's great-grandfather.
2. _____
   He enrolled in the army at the age of 20.
3. _____
   He enrolled in the army because of the injustice between rich and poor people.
4. _____
   He had 6 children.
5. _____
   He died in 1965.

Have you ever met someone who knew his/her great-grandparents? Did you know yours? Can you imagine a world without television or, even worst, Facebook?!

Raul told a brief biography of Luis, his great-grandfather, and with it we were able to know the story of his life, details of a certain period of time in the Mexican

02 Mi vida en otra lengua U2.indd 97 10/3/12 1:20 PM

history, the way he lived, pastimes, costumes, music and special events that happened. Did you see the words in blue in the last reading? They are refering to different stages of Luis's life. But what do stages of life means?



There are different stages of life and the way you live them depend on your family, education, religion, friends, but most of all, depends on you and your values.

Birth	Considered the first of the stages.
Toddler	The first two years or up until the child is three.
Childhood	From three to ten years old.
Adolescence	This period defines the child's life between 12 to 18 years.
Adulthood	Starts with young adult (before the 30's) middle age (40-60) and independent elder or senior citizen (60 until death).

In which stage of life are you right know? Which has been the most fun stage?



Match the columns. Draw a line from the word to the description of each stage. Check your answers in Appendix 1.



Read more information about stages of life in the following web site. <http://www.thomasarmstrong.com/stages_of_life.php>.

02 Mi vida en otra lengua U2.indd 98 10/3/12 1:20 PM

During this period a person learns how to walk, talk and interact with others. Continued growth, formal school and organized activities.

baby 

From 30 to 39 years. Managing family and career growth.

toddler 

The first of the stages of life. Completely dependent on others for his/her life and safety.

child 

From 20 to 29 years. Completing education and starting a family.

adolescent 

Growing. Learning motor skills, plays, abilities and socialize.

young adult 

More signs of aging. Retirement and some health problems. Others take care of them.

adult 

Teenagers. Puberty brings hormonal changes and reactions. Strong emotions may rule decisions.

middle age 

First signs of aging and changes of lifestyle: children become independent, grandchildren arrive.

senior adult 

02 Mi vida en otra lengua U2.indd 99 10/3/12 1:20 PM



Let's see if you understood the way to talk about stages of life. What better way to do it than with a joke? Read the next short joke.

The Perfect Son

A: I have the perfect son.
B: Does he smoke?
A: No, he doesn't.
B: Does he drink?
A: No, he doesn't.
B: Does he ever come home late?
A: No, he doesn't.
B: I guess you really do have the perfect son. **How old is he**?
A: He will be six months old next Wednesday.

Did you laugh? Why? What makes the joke funny? Exactly! The things B asks A about his son correspond to someone older, who is old enough to drink, but what he doesn't know is that A's son is not even a toddler! It's normal that a baby doesn't drink and doesn't smoke. So, for not making mistakes that can lead to misunderstandings you have to really know how each stage of life is called and what it represents.

In order for you to be able to tell everybody about your life and the different stages you have been through, you must know how to pronounce them.



Read the following words and listen to their pronunciation. Write them down the way they sound to you. Check your answers in Appendix 1.

Look at the example in the first line.

Word	The way it sounds
baby	beibi
toddler	
child	
adolescent	
young adult	
adult	
middle age	
senior adult	

02 Mi vida en otra lengua U2.indd 100 10/3/12 1:20 PM

11 What stage are you living now? Write a short description of it, including your age, activities, pastimes, etc. Write it in present tense.

12 Interview one member of your family, maybe one of your grandparents or parents. Ask him /her questions that can give you information of what he/she did in different stages of his/her life like. Write the biography of your relative. Include dates, pastimes and activities. Remember to write the verbs in past tense. When you finish writing, keep your work in the portfolio of evidence and show it to your assessor to see how much you have progressed.

Not one, not two… but six babies!

Raul's great-grandfather didn't have one child, he had 6 children. The plural form of child is **children**. This is an **irregular plural noun**. That means that he didn't have one baby, he had six babies. This is an example of regular plural nouns. You add *–s* or *–es* to **regular plural nouns**. For irregular nouns the word changes. Read carefully to the following information.



02 Mi vida en otra lengua U2.indd 101 10/3/12 1:20 PM



There are some words that are Latin or Greek origin but have already been integrated into the English language and have accepted the English plural forms. Example: (singular) formula; (plural) formulae or formulas.

Regular plural forms	
Rules	**Examples**
• Add **–s** after words ending in consonant and *–e*.	cheek – cheeks nose – noses
• Add **–es** after words ending in *–s*, *–ss*, *–x*, *–sh*, *–ch*, *–z* and *–o*.	bus—busses glass–glasses box–boxes wish–wishes beach–beaches buzz – buzzes radio—radios bush – bushes tomato – tomatoes
• Change the *–y* to *–i* and add **–es** if there is a consonant before the *–y*.	baby – babies
• Add **–s** after the *–y* if there is a vowel before it.	toy – toys
• Change *–f* or *–fe* to *–v* and add **-es**.	calf – calves wife – wives
Irregular plural forms	
man – men child – children woman – women foot – feet louse – lice	tooth – teeth bacterium – bacteria mouse – mice goose – geese louse – lice
Always plural	
Scissors, trousers, pants, tongs, binoculars, jeans, shoes, earrings, glasses Deer, sheep and fish are always the same in singular and plural form.	
Foreign plural forms	
A few nouns of Greek or Latin origin retain their original plurals. analysis – analyses basis – bases crisis – crises datum – data curriculum – curricula	

For more information...

Go to the folling web site where you can find more information about *plural nouns*. <http://ies1libertas.edu.gva.es/departamentos/ingles/PDFs/primero/esingp1e1.pdf>.



Complete the following crossword puzzle by writing the plural form of the following nouns. Check your answers in Appendix 1.

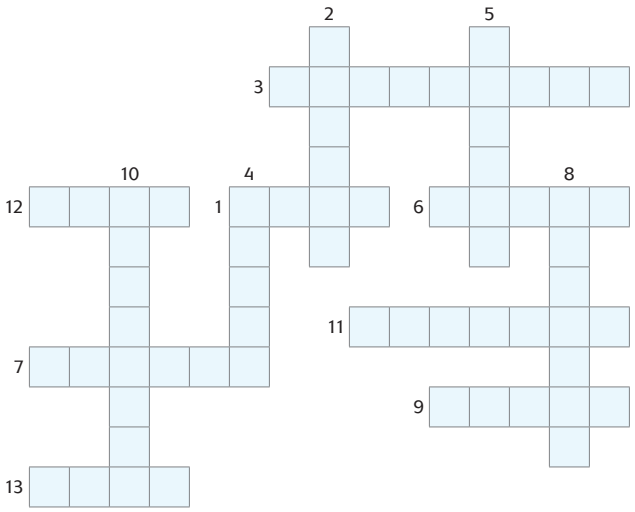
Across

1. Foot
3. Volcano
6. Tooth
7. Hero
9. Bus
11. Watch
12. Mouse
13. Fish

Down

2. Copy
4. Fax
5. Knife
8. Thief
10. Cherry

02 Mi vida en otra lengua U2.indd 102 10/3/12 1:20 PM



14 Change the following sentences from singular to plural form. Be careful to write also the correct form of the verb. Check your answers in Appendix 1.

Example: The baby was crying.
The **babies were** crying.

1. The child is playing.

2. The boy is reading the dictionary.

3. The potato is delicious.

4. The woman and the man are eating fish.

5. The school bus was always on time.

6. The family is driving the car.

7. The policeman was taking care of the girl.

8. The teacher is speaking in English.

To develop your listening and improve your pronunciation

Listen to the pronunciation of the following video about *plural nouns* and its explantion. <http://www.youtube.com/watch?v=Wsv4TWhuuXY>.

02 Mi vida en otra lengua U2.indd 103 10/3/12 1:20 PM

Raul and the 19th century cameras

Raul thought that at the end of the 19th century there were no cameras but he was completely wrong. At the time that his great-grandfather lived, cameras were big boxes printing black and white images. The history of cameras has **evolved** in more than one hundred years. Throughout the 20th century the evolution of cameras passed from the traditional cameras that recorded the image into a film, to digital ones; from big to small and portable or even **disposable** ones; from printing black and white images to colorful pictures.

glossary

Evolved: (*verb*) develop gradually, especially from a simple to a more complex form.

Disposable: (*adjective*) intended to be thrown away after use.



Digital photography allows you to take pictures right into a memory card and the pictures can then be transferred directly into your computer. This eliminates the need for manual, chemical processing of film and makes it so much easier to send pictures via e-mail to all your friends and family. Now almost anyone can take a photograph, not only with a digital camera, but also with a computer or a cellular phone.

Even the way the photos are kept changed. In the past almost every family had in his house a family album. Most people are now keeping their photos in their computers or sharing them with friends and family by their personal web site album.

02 Mi vida en otra lengua U2.indd 104 10/3/12 1:20 PM

This evolution of the camera is not the only one; it happened with many of the things we use on a daily bases.

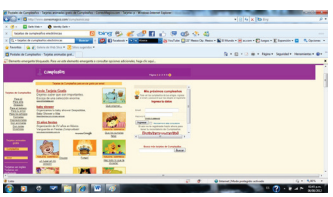
15 Look at the following images. Write sentences comparing how the things were done in the past and how they are made now. Write the first sentence using past progressive and the second one in present progressive. Check your answers in Appendix 1.

Example:

(take photo) Film camera – digital camera – computer

In the past we were taking photos with a film camera. Now we're taking them with digital cameras or computers.

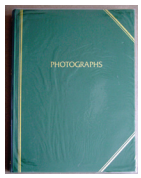
1. (look up information) library  – Internet 

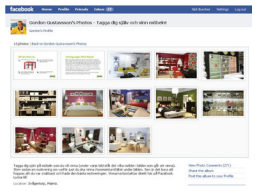
2. (send greetings) birthday card  – electronic card, Twitter or message 

3. (write letters) letters  – e-mail 

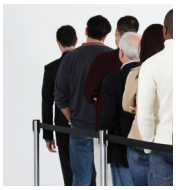
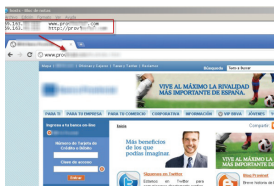
4. (watch a movie) movies VHS  – DVD 

02 Mi vida en otra lengua U2.indd 105 10/3/12 1:20 PM

5. (save photos) photographic album 

– in Facebook 

6. (listen to music) simple turntable  – CD 

7. (make) rows in bank  – electronic transactions 

8. (talk) public telephones  – cellular phone 



Complete the last exercise with three more examples of things that changed from past to present. Ask a member of your family or someone from your community.

1. _____

2. _____

3. _____

After the conversation with his mother, Raul knew that he is the great-grandson of a man that was born in the 19th century! He asked his mother the year in which

02 Mi vida en otra lengua U2.indd 106 10/3/12 1:20 PM

his great-grandfather was born, but she couldn't remember. Raul called Ana by his cell phone and asked her to help him with this **riddle**.

glossary

Riddle: (*noun*) a question or statement intentionally phrased so as to require ingenuity in ascertaining its answer or meaning, typically presented as a game.



Listen to the following dialogue. Read it out loud to improve your pronunciation. Guess the year in which Raul's great-grandfather was born. Check your answer in Appendix 1.



Ana: Ok Raul. Give me the exact date of your birth.

Raul: I was born **at** 10 o'clock **on** October 25th **in** 1996 **in** Santa Teresita's Hospital.

Ana: I didn't mean so exactly. When was your mother born?

Raul: **On** April 25th, 1967.

Ana: This means that your grandmother maybe was born **in** the 1940s or 1950s.

Raul: My mother told me that **in** 1940 and that my great-grandfather died in 1965 **at** the age of 80.

Ana: Bingo! Your great-grandfather was born in _____

Look at the words in bold. *in*, or, *at* are prepositions that are used as expressions of time. Read carefully to the following information.

Expressions of time		
Use AT with times and expressions.	**Use ON with days and dates.**	**Use IN for months, years, seasons and periods of time.**
at 5 o'clock, at lunch,	On March	in April
at lunch	On 12 December	in 2012
at the age of…	On Saturday	in winter
at the same time…	On Friday evening	in the 20th century
at the moment…		in a few minutes
at Christmas / at Easter		
at night		
at the weekend		

02 Mi vida en otra lengua U2.indd 107 10/3/12 1:20 PM



Complete the sentences: Use *in*, *on* or *at* where necessary. Check your answers in Appendix 1.

1. Are you doing anything special _____ the weekend?
2. Hurry up! We have to go _____ ten minutes.
3. The last time I saw Ana was _____ Tuesday.
4. The concert starts _____ 8 o'clock.
5. The telephone and the bell rang _____ the same time.
6. Maria's grandmother died _____ 1997 _____ the age of 79.
7. The course begins _____ January 7th and ends _____ May 12th.
8. I usually go out _____ Friday evenings.



Add *in*, *on* or *at* to the words in the box to complete the sentences. Check your answers in Appendix 1.

the night	Sundays	the 15th century	the same time	1756
	the 1920's	the age of 6	21 July 1969	

1. Mozart was born in Salzburg _____
2. Columbus discovered America _____
3. The first man landed on the moon _____
4. In Mexico children start elementary school _____
5. In Mexico soccer plays are usually played _____
6. It's difficult to listen when everyone is speaking _____
7. Jazz became popular in the United States _____
8. You can see the stars _____



If you want to read more information and examples of how to use in, on and at, go to <http://www.englisch-hilfen.de/en/grammar/preposition_in_at_on.htm>.

02 Mi vida en otra lengua U2.indd 108 10/3/12 1:20 PM

Ana's revolution



After listening to Raul's great-grandfather biography, Ana looked up in the web for more information about the Mexican Revolution. She wrote down some of the things that interested her the most, so that she could maybe write an essay about this important period of time. Below you can see some of the notes she took from her research.

20 Read the following information. Complete the sentences by writing the missing verbs in past. Check your answers in Appendix 1.



On November 20, 2011 Mexico _____ _____ (celebrate) the Centenary of the Mexican Revolution. On this date, in the year 1910 the revolutionary war to overthrow President Porfirio Díaz _____ (begin). Porfirio Díaz _____ (stay) in the government for 30 years. A small minority of the people _____ (be) in control of most of the country´s power and wealth, while the majority of the population _____ (live) in poverty.

One young man who _____ (oppose) to Diaz regime _____ (be) Francisco I. Madero, a man from a family with great wealth.

He _____ (be) from Coahuila, a state that borders with Texas. He _____ (attend) Berkeley University, where he _____ (study) agriculture and _____ (finish) his education in France in 1895. He _____ (start) his own cotton plantation and _____ (help) to create a successful cotton industry in Coahuila.

In 1910, Francisco I. Madero _____ (want) to **unseat** Porfirio Díaz with the slogan "effective suffrage and no reelection", but Díaz _____ (send) him to prison.

To know more

If you want to read more about the Mexican Revolution you can look for more information in the official web site of the Instituto Nacional de Estudios Históricos de las Revoluciones de México (www.inehrm.gob.mx).

glossary

Unseat: (*verb*) remove from a position of power or authority.

02 Mi vida en otra lengua U2.indd 109 10/3/12 1:20 PM



Answer the following questions using the verbs in past tense. Check your answers in Appendix 1.

1. Who was Porfirio Díaz?

2. How long did he govern?

3. When did the Revolution start?

4. Why did they want to unseat the President?

5. What slogan did Madero use?

6. Where did Francisco I. Madero study?

Ana: Raul, after the Mexican Revolution had ended, your great-grandparents saw and lived many changes in Mexico and around the world.

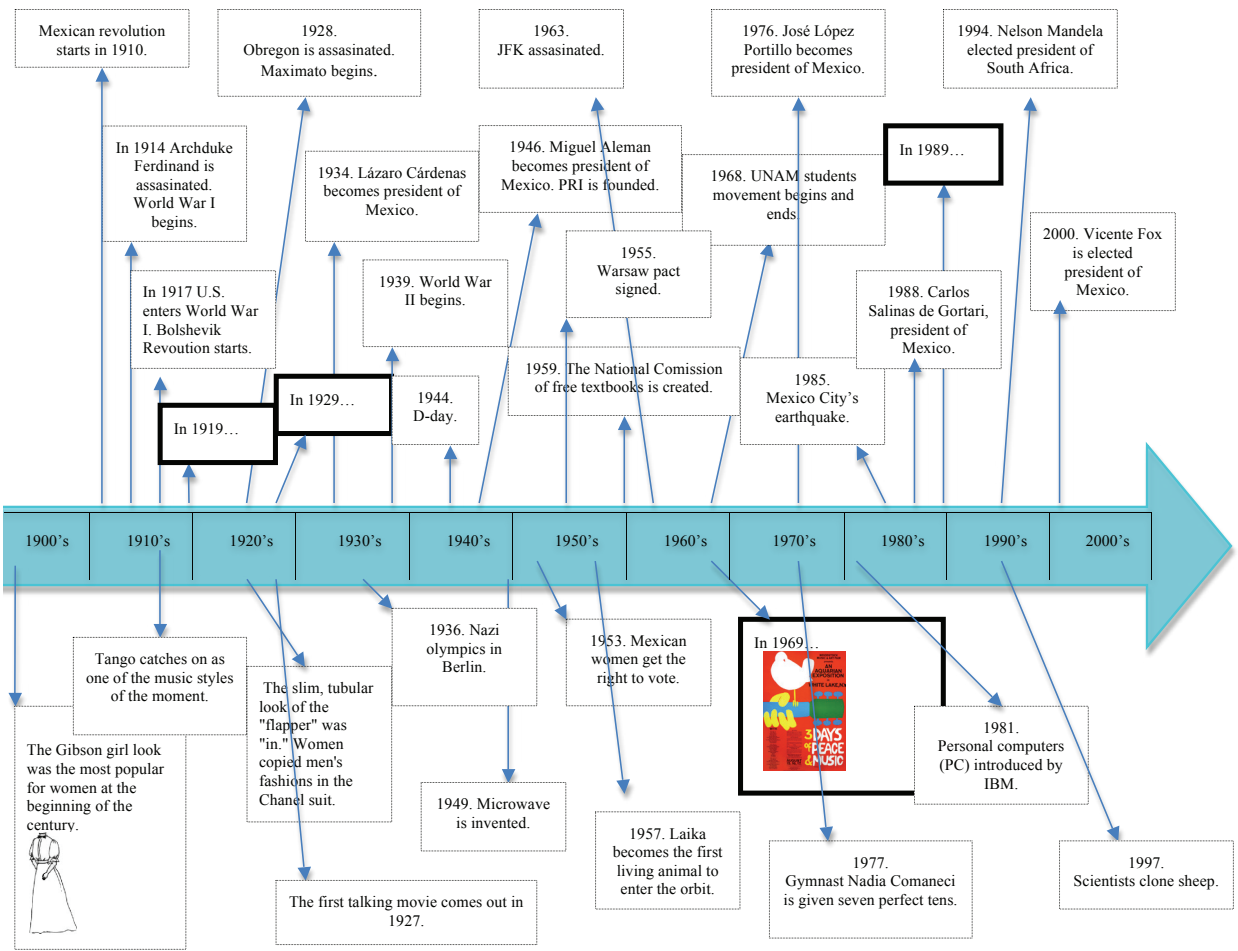
Raul: Yes, not only my great-grandfather, but also my grandmother and my parents too.

Maria: I think that our parents are part of a generation that lived many changes in the way of living. Just think of it: when they were young adults technology started to develop in a very fast way. The use of computers, microwave ovens, cellular phones, Internet, are some things that they learned to live with.

Ana: It's easy for us because we learned to live with them since our childhood. I can't imagine how my life would be without a computer and I can't understand how our parents or grandparents did many things without the technology that we have now a days. Many things changed like music, transportation, communication and inventions that make our lives easier.

02 Mi vida en otra lengua U2.indd 110 10/3/12 1:20 PM

22 Look at the following timeline and compare this decades from the 20th century.



Answer the questions below and check your answers in Appendix 1.

1. How did your country change from one decade to the other?

2. How did the state where you live changed?

3. Do you think that people in the 19th century had a better lifestyle than today? Why? Why not?

02 Mi vida en otra lengua U2.indd 111 10/3/12 1:20 PM

U2 I DIDN'T KNOW ABOUT IT!

Do you know what year was your mother born? And your father? What about your grandparents? Have you ever asked them about how they spent their childhood? What kind of games they played? What did they do the first time they went on a date? Now is your chance to know all that!



a) Ask any friend or family member for the information that you need to fill in the boxes in the following time line. Then fill in the boxes that correspond to your own personal story. For getting the information you need remember to ask questions concerning the kind of games you played, the type of clothes, the pastimes you liked, the food and candies you liked, among others.

	Childhood	Adolescence	Adulthood	Senior Adulthood
Friend or family member				
Your own answers				

b) Now that you have all the information, write a short text comparing your life with your friend or relative's life. Remember to mention the things you have in common, the things you don't have in common, the things that are still the same and the ones that have changed. When you have it all written down, save your work in the portfolio of evidence.

When you have finished check that you:

- Used the comparative and superlative forms.
- Used the corresponding plural for each noun.
- Used vocabulary that refers to stages of life, expressions of time, numbers and dates.

Did you use all of these? Then put a tick in front of each of the sentences to see how you did.

02 Mi vida en otra lengua U2.indd 112 10/3/12 1:20 PM

SECTION 2 Let's talk about celebrations

The important thing in life is not the triumph but the struggle.
Pierre de Coubertin

In this section you will learn how to ask for and give information about past events with the use of regular and irregular verbs, past of the verb *to be*: was / were, auxiliary *did* and wh- questions. The use of countable and uncountable nouns, question with *how much?* and *how many?* a – an / some – any / and expressions of time in past. You will be able to talk about parties and celebrations, costumes, dates, numbers, food and experiences.

You are working on appliying the grammatical notions and vocabulary of this unit around both a social and family contexts to communicate events that happened in the past in an oral and written form, assuming an autonomous and perseverant attitude towards the developement of your own learning as well as a disciplined and responsible management to the given information.

Different types of celebrations



Ana: Raul, it's so interesting everything that you told us about your family.

Raul: Thank you Ana, and thanks everybody for listening to my family's anecdotes.

Alex: Come on Raul. What are friends for? Do you think that friends are just for going to parties and having a good time?

Maria: Who said party? Are you inviting me to a party?

Ana: No Maria. We're talking about **friendship**. By the way Raul, I think that it's a shame that your great-grandparents died a long time ago. Otherwise it would have been a great experience for them being at the commemoration of the Centenary of the Mexican Revolution.

Maria: When did the celebration take place?

Alex: Maria, the **celebration** took place the 20th of November 2010. That same year Mexico celebrated the Bicentennial of its Independence from Spain.

Maria: Ok, ok, ok, enough with history! Why don't we talk about other kind of **celebrations**? What about my next birthday party or our graduation or maybe our past Christmas or New Year?

Raul: Maria, you're never going to change.

glossary

Celebration: ceremony of respect, festivity and happiness in an event or specific day.

look for

Look in the dictionary for the following word:

Friendship: _____

02 Mi vida en otra lengua U2.indd 113 10/3/12 1:20 PM

U2 I DIDN'T KNOW ABOUT IT!

When you are celebrating, you can do it in different ways: what your family or friends if it's something personal; in your state if it has to do with a tradition or custom; in your country, mostly related with historic events and universal in which many countries celebrate the same thing in the same date.

Listen to the following text. Read it out loud to improve your pronunciation. Then answer the questions to prove your reading comprehension. Check your answers in Appendix 1.

Happy New Year

New Year is a universal celebration. We wish each other happy new year on January 1st and it's a time of leaving sad things that happened in the past year. It's also a **renewal** of life for everything that's coming. Every country has its particular way of celebrating it, but the 2000 New Year's ceremony was special because there was a belief that the world would end that day.

Mexico is a very rich country in celebrations and traditions. New Year's day is celebrated on January 1st mostly with family and friends; people have their dinner on New Year's eve which is the name given to the last day of the year that in modern western calendar is December 31. Traditions and customs are very representative of the way Mexican people enjoy this day. The **countdown** starts from ten to one and exactly at 12 o'clock everybody says Happy New Year! **Fireworks** and ringing bells are the sign that the New Year started.

One of the most popular traditions is to eat twelve grapes, one at each click of the clock after 12 o'clock and each one represents a month of the New Year that is starting. While eating, people make a wish for the coming year. Then the mariachi music starts.

Clothes are also part of the tradition. Depending on the color of underwear you use is the good luck that you're going to have in certain things. For example, if your underwear is red, you're looking for good luck in love. On the other hand, if love is not a problem but money is, then you have to wear yellow underwear.



Trips are also considered as a part of the New Year rituals. If you're planning to have a trip, then you have to take your luggage outside your house and go for a walk on the street at midnight.

Being clean is necessary in New Year. Some people even exaggerate washing their pets and cars so everybody and everything is clean for the celebration.

Fireworks are indispensable in any Mexican celebration. Tultepec, Estado de México is the place where the 80% of the fireworks used for many holidays, ceremonies and parties are made. This place is also known as the Pyrotechnics Capital.

Food is the most important thing during the celebration. Many Mexican food like *tostadas*, *tamales*, *tacos*, *romeritos*, *bacalao* or drinks like *ponche* are among the most popular in this day.

glossary

Renewal: (*verb*) to increase the period of time that something can be used or is in effect.

Countdown: (*noun*) an act of counting backwards to zero, for example, before sending a spacecraft into space or before the start of an important even.

Fireworks: (*noun*) a small container fill with explosive chemicals which produce bright colored patterns and loudly noises when it explodes.

To know more

Tultepec is a city and a municipality of the State of Mexico. This place is well known because in there many fireworks are made for holidays.

1. Why was 2000 New Year's ceremony so special?

02 Mi vida en otra lengua U2.indd 114 10/3/12 1:20 PM

2. What do the grapes represent?

3. What's the difference between red and yellow underwear?

4. What other names has Tultepec?

5. What Mexican food is traditional in this celebration?



Complete the following chart with the needed information about Mexico. Write down what you know about it. Write this information in the second column. After you have done this, listen in the CD to the description. You are going to listen about African New Year celebrations. Is it different? What changes the most? Listen carefully in order for you to be able to complete the chart. This way you will have a global view of different traditions in different places.

Check your answers in Appendix 1.

	CHINA	MEXICO	AFRICA
New year's date	Fluctuates between January 21st and February 21st.		
Traditions	• Red envelopes. • Chun lian singing. • Yu fish in the house for abundance. • Dance of the lion and dance of the dragon. • Family portraits.		
Food	Noodles, fish, duck and pork, a lot of it because it symbolizes abundance.		
Clothes	Mainly color red, because it scares evil spirits, and yellow. They wear new clothes to symbolize a new beginning.		
Music	Couplets, special chinese songs to ask for abundance.		

02 Mi vida en otra lengua U2.indd 115 10/3/12 1:20 PM

26 Answer these questions about you.

1. How old were you when the 2000 New Year arrived?

2. How did you celebrate the past New Year?

3. Did you perform any rite of good luck for New Year? Which one?

4. Is there any typical tradition in your state? Which one?

The four friends continued their conversation while they were at the restaurant talking about different anecdotes of the way each one celebrated their birthday parties, Christmas, New Years and any other.

Maria is a party animal!

On their way back home after the ice cream, Maria was explaining Alex what she thought about celebrations.



27 First listen to the following dialogue. Then read it out loud to improve your pronunciation. Then cross T if the statement is true or F if it's false to check your reading comprehension. Check your answers in Appendix 1.

Maria: I like to go to **many** parties. It's so **much** fun dancing, eating food, and sharing time with your best friends. Alex, do you like to go to parties?

Alex: Not too **much**. Remember that I'm a soccer player and I can't keep awake late at night. Besides people in the parties like to smoke **many** cigarettes and I don't like that.

Maria: That sounds very boring. When was the last time you had a party or a celebration?

look for

Look in the dictionary for the following word:

Boring: _____

02 Mi vida en otra lengua U2.indd 116 10/3/12 1:20 PM

Alex: I like to celebrate when the Mexican soccer team wins a game, especially, if Mexico wins a game during a World Cup. I like to go and celebrate in El Ángel de la Independencia. **A lot of** people gather around the monument, we start running round it, waving the flag and screaming: Mexico!, Mexico!, Mexico!

Maria: I don't have **any** idea about soccer, but the way you talk about it is so exciting. I'm going to look up for **some** information about it and maybe next time we can go together to celebrate their victory.

Alex: I know you won't **regret** it. It's **a lot of** fun. Just remember that there are **many** people in the monument and too **much** sound of trumpets during the celebration.

Maria: Don't worry Alex. Remember that I like to participate in all kinds of parties.

Alex: Good. Don't forget to invite Raul and Ana.

Maria: Of course not. There are **many** people in the world, but few best friends like you.

look for

Look in the dictionary for the following word:

Regret: _____

_____

_____

1. Maria likes to go to any kind of parties. (T) (F)
2. Alex likes to go to parties. (T) (F)
3. The four friends will go together to El Ángel de la Independencia. (T) (F)
4. Alex thinks that parties are boring. (T) (F)
5. Alex doesn't like to be awake late at night. (T) (F)

Look at the words in **bold** in the dialogue. They are **countable** and **uncountable expressions**. We use **how much** or **much** for uncountable nouns. Uncountable means that you can't count. For example, you need to drink **much** water. You can't count water as liquid. **How much** is used in interrogative forms. Read the following information.

Uncountable nouns	
Description	**Example**
Is a word or an abstract idea that you can't count.	Money, news, coffee, information, water, knowledge.
Uncountable nouns don't have plural form.	luggage – luggages (✗)
They are not preceded by *a* or *an*.	Ana needs information. (✓) Ana needs an information (✗)
Uncountable nouns use **how much**, **much**, **a lot of**, **some** or **any**.	How much information do you need? Ana needs a lot of information. Ana needs some information. Ana doesn't need any information.
Most common uncountable nouns used in English.	News, traffic, weather, work, luggage, chaos, advice, behavior, trouble, bread, permission, information, furniture.

We use **how many** or **many** for countable nouns. Countable means that you can count one by one. Example: You need to drink much water (uncountable). You need to drink many glasses of water (you can count the glasses of water, but not

02 Mi vida en otra lengua U2.indd 117 10/3/12 1:20 PM

the water alone). **How many** is used in interrogative form. Read the following information.



To develop your listening and improve your pronunciation

Watch and listen to the following video of *much* and *many*. <http://www.youtube.com/watch?v=uu4b5GjI2JQ>.

Countable nouns	
Description	**Example**
Is a word that you can count and are preceded by **a** or **an**.	A newspaper, a car, an animal, an idea.
Countable nouns have plural form.	Trees, children, women, boats, fish, shoes, etc.
Countable nouns use **how many**, **many**, **a lot of**, **some** or **any**.	How many apples do you need? I need a lot of apples. I need some apples. I don't need any apples.

Some / Any / A lot of	
Some is used in affirmative sentences and means a little, a few, a small number or amount.	I have some bread.
Any is used in negative sentences or questions and means one, some or all.	I don't have any bread.
A lot of means many or much.	I have a lot of bread.

Some nouns can be used as countable or uncountable nouns depending on the meaning.

Example: There's a hair in my soup. (one hair = countable)
She has a beautiful hair. (hair on her head = uncountable)



Choose the words from the box and write them in the correct column depending if they are countable or uncountable. Check your answers in Appendix 1.

look for

Look in the dictionary for the following word:

Mayonnaise: _____

garlic **mayonnaise** ham peach carrot cream
egg apple bread avocado ice-cream cake
wine butter lettuce cheese orange hot dog sugar

Countables	Uncountables

02 Mi vida en otra lengua U2.indd 118 10/3/12 1:20 PM

Countables	Uncountables

For more information...

Go to the following web site and get more information about *how much* and *how many*. <http://www.englishexercises.org/makeagame/viewgame.asp?id=3862>.



Read the question. Then write sentences by changing the uncountable to countable nouns using the words in parenthesis. Write the verb in past tense. Check your answers in Appendix 1.

Example: How much tea did you drink? (one cup) I drank one cup of tea.

1. How much coke did you want?

   (two cans) _____

2. How much fruit did you share?

   (three bags) _____

3. How much sugar did you use?

   (one packet) _____

4. How much jam did you buy?

   (two jars) _____

5. How much wine did they need?

   (five bottles) _____

6. How much water did they drink?

   (8 glasses) _____

For more information...

Go to the following web site and learn more about *countable* and *uncountable* nouns. <http://www.myenglishpages.com/site_php_files/grammar-exercise-countable-uncountable-nouns.php>.



Write *how much* or *how many* where necessary. Then answer each question using *a lot of*. Questions are in past so you need to answer with the correct regular or irregular verb. Check your answers in Appendix 1.

Example: How many bottles did you need? I needed a lot of bottles.

1. _____ time did you need to finish the task?

   _____

02 Mi vida en otra lengua U2.indd 119 10/3/12 1:20 PM

2. _____ things were you planning to do?

3. _____ money did you spend?

4. _____ knowledge did she have in Math?

5. _____ people were coming to the party?

6. _____ rice did you eat?

7. _____ food did you buy?

8. _____ friends did you invite?



Complete the sentences using *a*, *an* or *some*, *any*. Check your answers in Appendix 1.

1. Eat _____ vegetables and _____ fruit.
2. She needed _____ bread, _____ apple and _____ carrot.
3. Here were _____ cookies, but we didn't have _____ milk.
4. He didn't have _____ friends in his new school.
5. Do you want _____ more coffee?
6. Please bring me _____ bottle of milk and _____ chocolate.
7. I think she's not going to ask for _____ help.
8. Take _____ onion and _____ tomato for your sauce.

02 Mi vida en otra lengua U2.indd 120 10/3/12 1:20 PM



How much do you spend in food, shopping, transportation and entertainment every week? Write your answers on the column that says "you". Then ask the same questions to two friends or relatives. Take the average and see how much different persons spend weekly in different things.

Example: You: How much did you spend in food last week?
Friend: I spent (about)…
You: How much did you spend in transportation last week?
Friend: I spent …

	PERSON # 1	PERSON # 2	YOU	AVERAGE
Entertainment				
Food				
Shopping				
Transportation				

Yesterday all the friends had a nice time at the restaurant. Maria asked Alex when was the *last time* he attended a party and they decided that they would go together to the next celebration. You already worked expressions of time in present and past. You already know expressions of time like *in, on*, or *at* that area used to indicate dates, seasons or months. But there are many more expressions of time that indicate if something happened in the past, in the present or in the future.

Example:

Yesterday I *went* to the movies.
I went to the movies **yesterday**.
(Yesterday expresses a day before and the verb is in past tense)

Today *I'm watching* TV.
I'm watching TV **today.**
(Today expresses at this moment and verb in present progressive)

Tomorrow I *will go* to Los Angeles.
I will go to Los Angeles **tomorrow**.
(Tomorrow indicates the following day and the verb is in future time)

Expressions of time can go at the end or beginning of a sentence and its meaning doesn't change. You have to use time expressions with the correct tense.



To develop your listening and improve your pronunciation

Watch the following video and listen to the explanation of *countable* and *uncountable nouns*. Listen to the pronunciation. <http://www.youtube.com/watch?v=5P4px0cJxWU>.

02 Mi vida en otra lengua U2.indd 121 10/3/12 1:20 PM



Put the words in the box in the correct column depending if they are expressions in present, past or future. Check your answers in Appendix 1.

this week soon in the past next week at this moment
recently an hour ago as we speak now a days in an hour
now last week a long time ago eventually in the new future

Present	Past	Future



Organize the following past time expressions from the most recent to the least one. Check your answers in Appendix 1.

last week in 1967 a minute ago in 1570 one hour ago
five years ago when the revolution began in 1910 two months ago

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

I just can't get enough!

Ana, Maria and Alex are grateful with Raul because they learned a little bit of his family, the experiences of his great-grandfather and the way he lived throughout his life. He explained every stage of his life, but in every stage, there is always something to celebrate.

02 Mi vida en otra lengua U2.indd 122 10/3/12 1:20 PM

35 Find the ten vocabulary words that have to do with parties and celebrations. Draw a circle around them. Check your answers in Appendix 1.

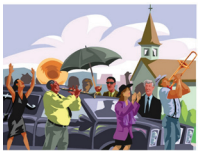
A	O	L	E	E	G	N	A	T	N	P	I	Y	W	G
S	X	L	Q	T	E	Q	D	S	J	R	J	F	Z	T
L	L	H	O	S	T	B	L	M	B	E	P	N	R	H
B	L	I	V	E	M	U	S	I	C	S	D	Y	Q	A
D	W	K	Y	L	K	G	H	W	V	E	I	S	F	S
A	J	Q	H	Q	S	T	S	K	V	N	T	L	V	C
N	Z	E	D	O	V	X	Q	G	Q	T	U	E	W	A
C	O	U	D	R	I	N	K	S	U	S	I	Q	A	N
E	O	D	X	X	M	H	R	M	D	K	L	J	A	D
F	C	I	N	V	I	T	A	T	I	O	N	S	U	L
L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

cake
candies
dane floor
drinks
food
guests
host
invitations
live music
presents

Celebrations are not always the same around the world. Many celebrations depend on the religion and beliefs of a country or a particular state. The way people celebrate weddings, funerals or birthdays have to do with their traditions or costumes.

36 Choose the correct vocabulary word from the box that completes each sentence. Check your answers in Appendix 1.

marriage 

funeral 

bridal shower 

baby shower 

birthday 

silver wedding/ anniversary 

gold wedding/ anniversary 

02 Mi vida en otra lengua U2.indd 123 10/3/12 1:20 PM

U2 I DIDN'T KNOW ABOUT IT!

1. 50 years of marriage is called _____
2. Giving gifts to the parents because you celebrate the pending or recent birth of a child is a _____.
3. Your _____ is the day or anniversary when you celebrate your date of birth.
4. 25 years of marriage is called _____.
5. A _____ is a ceremony for sanctifying or remembering the life of a person who has died.
6. A gift giving party for a bride before her wedding is a _____ _____.
7. Social union or legal contract between a man and a woman is a _____ _____.



Go to the following link and read more about customs and celebrations: <http://www.moveoneinc.com/blog/relocations/greeting-customs-around-the-world/>.

One of the parties that surely you enjoy most is your birthday party. And it's very probable that one of the birthdays you remember the most is the day you turned fifteen years old, or maybe the one you remember more clearly is your first birthday party. But, lets recognize it, for you to be able to have a party you had to be born, didn't you? Which means that your mother had to be pregnant at some point. It's probable that when your mother knew that she was pregnant, maybe her family or friends organized a baby shower. Before all of that your parents may have gotten married in a beautiful ceremony, that must have been preceded by a really fun bridal shower, organized by all of your mother's loved ones. In all these family events there's always joy and happiness, hugs and kisses, presents and many good memories kept in your mind, in video or in photographs. Celebrations also have to do with the religion that you practice and the place where you live. Every country and every state has different traditions and with it, food, clothes and music are also important in every celebration.

Unfortunately, there are also moments of sadness and grief when a person that we love most like a family member or a friend dies. A funeral is an inevitable event but we know its part of our life. What clothes do you use when you go to a funeral?

02 Mi vida en otra lengua U2.indd 124 10/3/12 1:20 PM

37 Describe what type of clothes and colors you wear in the following celebrations.

Your birthday party	A wedding in the night	A wedding at the beach	A funeral

The first time in your life that someone celebrated you was when you were born. It's difficult for you to know who went to the hospital to know you or who brought you presents. Maybe your parents can help you.

38 Ask your parents about an important event on your childhood that you can't remember. Ask them questions like: When did it happen? Where was I? Who were the guests? Write the information on your invitation. Normally the invitation is written in present and future form, but in this case it's in past because it already happened.



02 Mi vida en otra lengua U2.indd 125 10/3/12 1:20 PM

U2 I DIDN'T KNOW ABOUT IT!

An anniversary is a specific date on which an event took place in a previous year. Anniversaries are celebrated because of an historical event that occurred in the world, to commemorate an event that happened in your country or to you or your family. For example, if your parents married 10 years ago, then in the current year they are celebrating their 10th wedding anniversary. Not always a celebration of an anniversary is reason for happiness; sometimes they are related to death or tragic events in the history of a country or a family.

Another party to which you were probably not invited was your parents wedding. People also celebrate wedding anniversaries especially when they celebrate their silver or golden wedding. Do you know anyone who has been married for more than 50 years? Who?



In English an informal way of saying that someone is getting married is "tie the knot". This phrase initially came from Babylonian custom in which threads from the clothes of both the bride and groom were tied in a knot to symbolize the couples union. <www.facts.randomhitory.com/interestin-facts-about-weddings.html>.



Ask someone you know about his or her wedding. Write the description in past tense and try to use at least four expressions of time.

W- questions can help you to get information, not only about important family events, but about things or events that have occurred in the world. That's what journalists do, for example. They have a certain number of questions with which they get the information they need so that they can write their articles. Now lets see if you can help us get the information we need.

02 Mi vida en otra lengua U2.indd 126 10/3/12 1:20 PM



Complete the following chart with the missing information. Write the number of anniversary, depending on the years that have passed, and write the complete date when it happened. Remember to use the correct expression of time (in, on or at) when writing the date. Check your answers in Appendix 1.

	Anniversary / Years	**Date**
Battle of Puebla		
Mexican Revolution		
Mexican Independence		

Now that you have played the part of the **informant** we think you are ready for the next step: being a reporter.

look for

Look in the dictionary for the following word:

Informant: _____

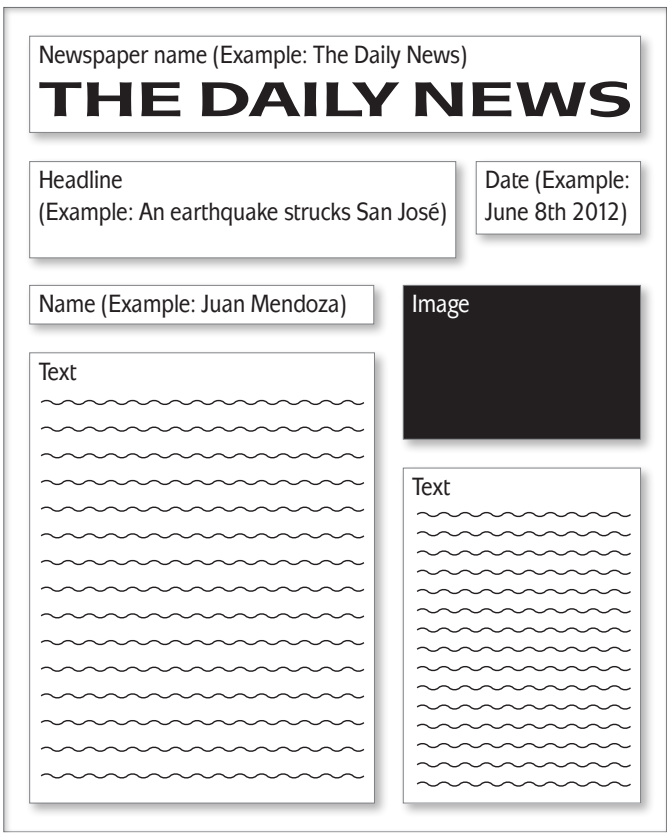
_____

02 Mi vida en otra lengua U2.indd 127 10/3/12 1:20 PM

U2 I DIDN'T KNOW ABOUT IT!



Look up for information in books, newspapers, magazines or Internet sites about the 100th Anniversary of the Mexican Revolution. Write a description of how the event was celebrated in your community. You have to do it as a newspaper article answering questions like: How did my community celebrate the 100th Anniversary of its Revolution? Why did we celebrate them? Where and when did it take place? Who was President of Mexico? Write it in past tense.



An event that had a lot of media coverage was the 1985 earthquake in Mexico city. Have you heard about it?



Listen to the following article taken from <www.demotix.com> about the earthquake that happened in Mexico in 1985. While you listen, read it out loud to improve your pronunciation. Then answer the questions. There is a suggestion on how to answer in Appendix 1.

02 Mi vida en otra lengua U2.indd 128 10/3/12 1:20 PM

Commemoration of the 25th Anniversary of an Earthquake



An aspect of the mega simulacrum at Mexico City, commemorating the 25th anniversary of the earthquake that hit the city in 1985.

A magnitude 8.1 earthquake strucked Mexico on 19 September 1985 in the morning at 7:19 local time. It caused the deaths of about 10,000 people and serious damage in the nation's capital. The complete seismic event consisted of four quakes. A pre-event quake of magnitude 5.2 occurred on 28 May 1985. The main and most powerful shock occurred 19 September, followed by two aftershocks: one on 20 September 1985 of magnitude 7.5 and the fourth occurring seven months later on 30 April 1986 of magnitude 7.0.

The quakes were located off the Mexican Pacific coast, more than 350 km away, but due to strength of the quake and the fact that Mexico City sits on an old lakebed, Mexico City suffered major damage. The event caused between three and four billion USD in damage as 412 buildings collapsed and another 3,124 were seriously damaged in the city. While the number is in dispute, the most-often cited number of deaths is about an estimated 10,000 people.

<http://www.demotix.com/news/451839/commemoration-25th-anniversary-earthquake>.

1. Did your parents or grandparents live the earthquake?

2. Where were they at the moment of it?

3. How did people in the country know about the earthquake?

4. How do schools and public offices commemorate this day?

After all of this, we think you are ready to write a little more. Tell us: Which has been the most important celebration of your life?



Write it down giving your age, date, and answering questions like: Who organized it? Why, how and where did you celebrate it? Who was with you? What did you eat? Write it in past tense. Read the example in Appendix 1 to compare your writing.

The most important celebration of my life …

02 Mi vida en otra lengua U2.indd 129 10/3/12 1:21 PM

SECTION 3 Talking about world's events

Make everything as simple as possible,
but not simpler.
Albert Einstein

You are working on applying the grammatical notions and vocabulary of this unit around both a social and family contexts to communicate events that happened in the past in an oral and written form, assuming an autonomous and perseverant attitude towards the developement of your own learning as well as a disciplined and responsible management to the given information.

In this section you will learn how to ask for and give information about past events with the use of regular and irregular verbs, past of the verb *to be*: was/ were, auxiliary *did* and wh- questions and expressions of time. Also you will know how to look for information about facts that happened in the past but concerned with Olympic Games, World Wars and the most important characters, scientists, politics athletes of all times.

Celebrations not only have to do with family parties or historical dates to remember. It also has to do with sporting events: Olympic Games, World Cups, Winter Olympic Games and World Athletic Championships. These are events that gather athletes from all over the world to compete in a healthy way. If your country or your favorite team wins, it's a reason for having a celebration.

Let's start playing!

glossary
Dice: a small cube with faces bearing from one to six spots, use in games of chance.

Ana, Raul, Maria and Alex are planning to play marathon, a board game played up to six players or by teams. The players advance in a track of 42 spaces, supposed to be kilometers, by answering questions about six main themes: general knowledge; history; geography; arts, sports and entertainment; science and technology; general culture.



Alex: All right, you need to choose a toy and position it at the start of the game track.
Raul: Who's going to throw the first **dice**?
Maria: Alex goes first and I ask him the question. If he answers correctly, he moves one slot. If not, he stays where he is.
Ana: How funny. Let's start.
Maria: Sports theme: What team won the World Cup in South Africa 2010?
Alex: World Cups take place every four years and are organized by FIFA. Spain won the World Cup and the next country chosen to celebrate the World Cup was Brazil 2014 in Río de Janeiro.
Maria: Correct.

02 Mi vida en otra lengua U2.indd 130 10/3/12 1:21 PM

Raul: By the way, the song of South Africa's World Cup is "Waving Flag". Why don't we listen to it in You Tube?

Ana: My father talks a lot about the World Cup in Argentina. When was it?

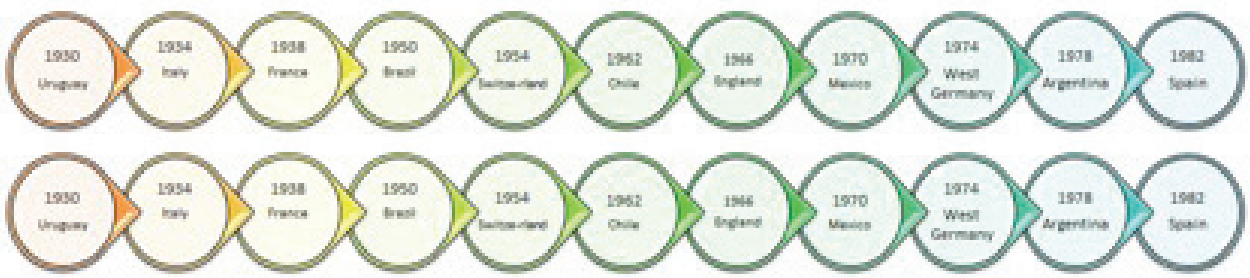


Look at the following timeline of FIFA World Cups to answer Ana's question and some others. Ask your parents or grandparents and other people in order to answer the following questions. If you can look for information in Internet web sites like <http://es.fifa.com/worldcup/index.html>. Check the answers in Appendix 1.



Acronyms are words formed from the initial letters of other words. FIFA, CD ROM, NTSC are example of acronyms.

FIFA World Cup's Time Line



1. How many World Cups did Mexico have and in what year?

2. Where did the opening and closing ceremony of Mexico '70 take place?

3. Which was the official mascot of this event? Paste a drawing of it.

4. Where did the opening and closing ceremony of Mexico '86 take place?

5. Which was the official song of Mexico '86?

6. Who was President of Mexico at that time?

7. Who is considered the best soccer player of the world of the 20th century?



To know more about World Cups go to any of the following Web sites:

<http://www.fifa.com/worldcup/index.html>.
<http://www.worldcup-history.com/index.php?width=1440>.
<http://www.presidentesdemexico.com.mx/index3.php>.
<http://es.fifa.com/worldcup/archive/edition=68/index.html>.
<http://www.todoslosmundiales.com.ar/>.

02 Mi vida en otra lengua U2.indd 131 10/3/12 1:21 PM

8. Who is considered the best soccer player of Mexico in the 20th century?

The game between friends continues. Now it is Raul's turn. He rolls the dice and the theme again was sports and the matter: the Olympic games. Have you ever heard about them?



Read the following information about the Olympic games symbol. Draw the Olympic rings with the given information to prove your comprehension.

The Olympic Games symbol

The five interlocking rings represent the five continents brought together by the Olympic Movement, or the five main regions: Africa, America, Asia, Europe and Oceania. As it says in the Olympic Charter, the five-ringed symbol "represents the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games". The symbol of the Olympic Games is composed of five interlocking rings, colored blue, yellow, black, green, and red on a white field. The colors of the rings represent the flags of the countries that participate in the Olympics. Every flag of a country participating in the Olympics includes one of those colors.



look for

Look in the dictionary for the following word:

Place: _____

Since 1896, there have been 30 editions of the Olympic Games in 22 countries and 41 **places**. Do you know that one of these countries is Mexico? What do you know about it?



Ask your parents or any member of your family about the Olympic Games that took place in Mexico. To look for more information you can search in the following link <www.olympic.org>, or consult books like García, C. (2008) *Roger Ax. La divertida historia de las Olimpiadas*. Madrid: Alfaguara. Check your answers in Appendix 1.

1. When did the Olympic Games take place in Mexico?

2. Where did the opening and closing ceremony take place?

02 Mi vida en otra lengua U2.indd 132 10/3/12 1:21 PM

3. Which was the official mascot of this event? Write its name and paste a drawing of it.

4. Who was President of Mexico?

To know more

The first mascot in Olympic history made appearence at 1972 Olympic Games. Olympic mascots have become an important element of the Olympic image and promote the culture and history of the host city.

The Olympics

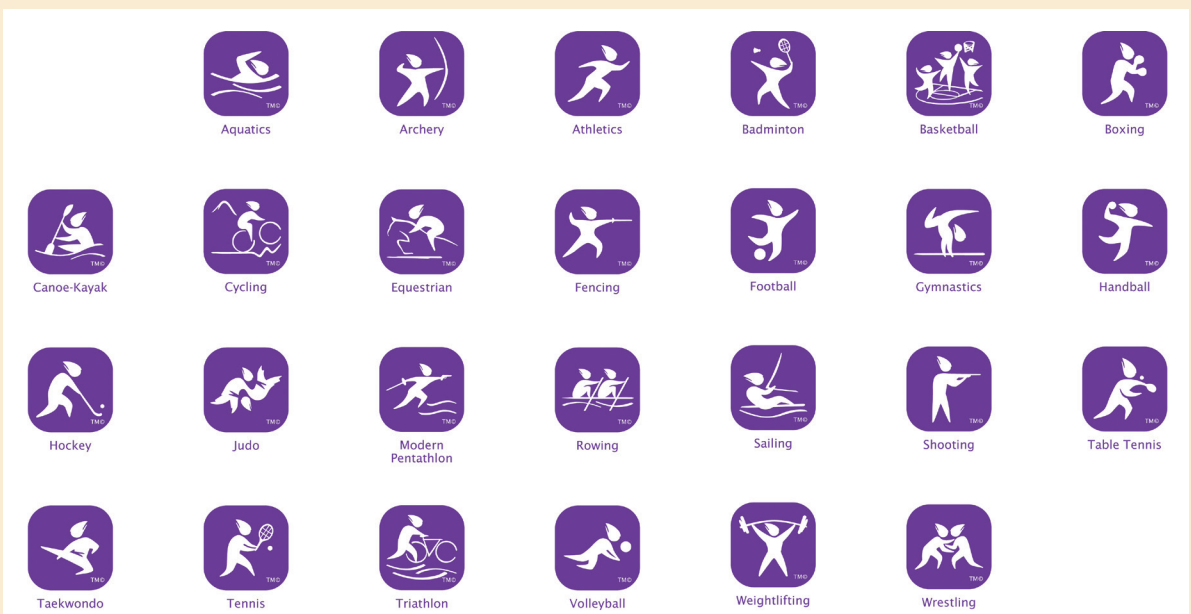
Ana doesn't know how many and which are the Olympic sports, so she decides to look for information about it and she found this.



Listen in your CD the next information. Pronounce the different names of the sports.

Olympic sports

Olympic sports are the ones contested in the Summer and Winter Olympic Games. The number and kinds of events may change from one Olympiad to another. For example, the 2012 Summer Olympics includes 26 sports. The only sports that have never been absent from Olympic programs are athletics, swimming, fencing and gymnastics. The next are some of the sports present in London 2012.



02 Mi vida en otra lengua U2.indd 133 10/3/12 1:21 PM

U2 I DIDN'T KNOW ABOUT IT!



Many athletes in many competitions won gold, silver and bronze medals. Carl Lewis, Mark Spitz, Teofilo Stevens, Jesse Owen, Nadia Comaneci, Michael Phelps and Javier Sotomayor are some of the athletes that won more than one medal. There is only one Mexican who is recognized because he won more than two medals. His name is Joaquin Capilla Pérez. He won one golden, one silver and two bronze medals in different editions: two in Melbourne, one in Helsinki and one in London.

For more information...

An excellent web page to look for information is www.olympic.org, which is the official site for the Olympic games. If you have the possibility of looking for it at Internet, do it. If not, ask the people around you about some athlete they remember or like and write about him/her.



Write about one Olympic athlete you admire. First, look out in Internet sites or books information about him/her. Know more about her/him answering questions. Then, do your writing following the outline.

- Who is he/she?
- Where is she/he from?
- Which sport did she/he practice?
- How many medals did he/she win?
- In which Olympic games did she/he win his/her medals?

He/she is _____. He/she is from _____,

so he/she is _____. She/he practices _____

02 Mi vida en otra lengua U2.indd 134 10/3/12 1:21 PM

and won _____ in the _____ edition of the Olympic Games, in _____.



Read out loud what you wrote about your favorite Olympic athlete and record yourself with your cell phone.

Take your recording to the adviser in the Centro de Servicios para Preparatoria Abierta and ask him/her to listen to you and correct your pronunciation.

Finally, ask him/her to assess the way you pronounce completing the next chart with the information needed.

I pronounce	Correct	Incorrect
Past Simple verbs endings		
Silent letters		
Plurals		
Intonation of questions		

The stories in History

It's Ana's turn. She rolls the dice and now the theme is History.

Raul: The question is: Why were the Olympic Games interrupted in 1940 and 1944?

Ana: The Olympic Games were interrupted in 1940 and 1944 because of World War II. They were also interrupted before in 1914 because World War I began. Imagine Raul, our great-grandparents lived both World Wars, and our grandparents lived World War II.

Raul: That's right Ana. I never stop thinking about it. Why are you so smart?

Ana: It's not that. I like movies that take place during World War II. They are incredibly **harsh** but I always learn something. This is what I learned.

glossary

Harsh: (*adjetive*) cruel or severe.



Read the following information and while you do that, listen to the pronunciation and then repeat to improve yours. Record yourself while doing it.

The Second World War

World War II, or the Second World War (often abbreviated as WWII or WW2), was a global war that started in 1939 and ended in 1945. It involved many nations —including all of the great powers— forming two opposing military alliances: the Allies and the Axis. It was the most widespread war in history, with more than 100 million people serving in military units. In a state of "total war", the major

(Continues...)

02 Mi vida en otra lengua U2.indd 135 10/3/12 1:21 PM

(Continuation...)



participants placed their entire economic, industrial, and scientific capabilities at the service of the war effort, erasing the distinction between civilian and military resources. Marked by significant events involving the mass death of civilians, including the Holocaust and the only use of nuclear weapons in warfare, it resulted in 50 million to over 70 million fatalities. These deaths make the war the deadliest conflict in human history. Even when President Lazaro Cardenas declared Mexico neutral during World War II, President Manuel Avila Camacho allied Mexican troops, known as Squadron 201, with the United States.

Ana: Interesting. Isn't it? Do you understand?



Make the questions for each of the next answers. Use correct wh- questions. Check the answers in Appendix 1.

1. _____

   It started in 1939 and ended in 1945.

2. _____

   There were two alliances formed: The Allies and the Axis.

3. _____

   There were between 50 and 70 million deaths.

4. _____

   Lázaro Cardenas declared Mexico neutral during World War II.

Ana continued making questions about the war. She remembered her friends that there were great men and women whose actions decided who won and who lost. Help them to remember who these men and women were.

To know more

The II World War took some 50 million of lives. More civilians died than combatants. Ten million of people were uprooted from their homes and the war costs about 4 trillion of current dollars.

02 Mi vida en otra lengua U2.indd 136 10/3/12 1:21 PM

52 Now that you have read about World War II relate each of the names in the word search with the information that is given below. Once you have related them, look for each of the names in the word search and circle them. Check your answers in Appendix 1.

1. Prime minister of Italy.
2. President of the United States.
3. American president who used the atomic bomb to attack Japan.
4. German dictator who wrote "Mein Kampf".
5. British Prime Minster during the War.
6. Japanese emperor.
7. Russian dictator.

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

( ) Joseph Stalin

( ) Adolf Hitler

( ) Benito Mussolini

( ) Harry Truman

( ) Franklin Roosvelt

( ) Emperor Hiroito

( ) Winston Churchill

Ana continued talking about the war. She explains that not only the presidents kings and emperors were involved. Also the soldiers played a very important role in it. She thinks about this letter she read once in a book.

53 Read the next letter written by a soldier.

October 23, 1943.

Dear Anne,

I just received your letter of September 16, which increased my morale greatly.

Please excuse the writing as I am still in a horizontal position in bed. I was out of the hospital for five days but was forced to return when my malaria reoccurred. I am feeling fine now.

I do miss you and I'm constantly thinking of you and I am sorry.

While in the hospital I received your package of soap, which is quite a rarity over here. Thanks for the package. Send some photos of yourself and the kids in your next letter. Tell me about them because I miss you all a lot.

With all my love, Mitch



02 Mi vida en otra lengua U2.indd 137 10/3/12 1:21 PM

Imagine what Anne answered and write the letter in the lines below. You have to describe what she and her children do every day and some anecdotes. Remember to use past tense when you give information about anecdotes and present tense when you refer to feelings and emotions.

When you finish writing, read the letter out loud. Change what you think isn't correct and then go to the Centro de Servicios para la Preparatoria Abierta and look for the assessor. Read your letter to her/him and ask him/her to correct it with you. Keep the results of your work in the portfolio of evidence.

02 Mi vida en otra lengua U2.indd 138 10/3/12 1:21 PM

Thinking of music



Alex: It's Raul's turn and the theme is: General culture.
Raul: I hope my card is about music.
Alex: Lucky you! Which is considered the best music group of all times?
Raul: Yes! Without doubt the best and with the highest selling albums were The Beatles. By the way, now that we're talking about wars, I want to share with you a song that I like. Its author is John Lennon, a musician that was dedicated to promote peace and helped in social causes. The song is "Imagine". Let's sing together.



Listen to the following song. As you listen write the missing words. Enjoy the music. Check your answers in Appendix 1.

Imagine

John Lennon

Imagine there's no heaven, it's
easy if _____
No hell below us, above it's only sky
Imagine all _____
Living for today

Imagine there's no countries, it isn't
hard to do
Nothing to kill or die for and no
_____
Imagine all the people
Living life _____

You may say I'm _____
But I'm not the only one
I hope someday you'll
_____
And the world will live as one

Imagine no possessions I wonder
if you can
No need for greed or hunger a
brotherhood _____
Imagine all the people
Sharing _____

You may say I'm _____
But I'm not the only one
I hope someday you'll
_____
And the world will live as one

Learning strategy

Listening to music in English is a nice way to improve your pronunciation at the same time you learn more vocabulary words. Try always to repeat the lyric of the song and that will help you speak in a more fluent way.

02 Mi vida en otra lengua U2.indd 139 10/3/12 1:21 PM

55 Listen to the song again and write down the way it is pronounced. Read it out loud and finally record yourself with your cell phone. Hear yourself and compare your pronunciation with the one on the CD.

Do you agree with Raul that The Beatles is the best music group of all times? _____

56 Which words of the song are new for you? Write them down in the next lines and make a sentence with each word.



Raul: It's so sad what happened to that great singer.
Maria: Why? What happened to him?
Raul: You don't know? Well, he was one of the members from the British music group The Beatles. After a while he decided to go on his own, he met Yoko Ono, his beloved wife, and he was starting a whole new chapter in his life, when, out of the blue, one cold winter night, on December 8th of 1980, Mark David Chapman shot Lennon in the back four times at the entrance of the Dakota, the building he lived in.

57 Imagine you were a witness of John Lennon's death. Write the brief description of that fact in past tense. There is a suggestion on how to answer in Appendix 1.

02 Mi vida en otra lengua U2.indd 140 10/3/12 1:21 PM

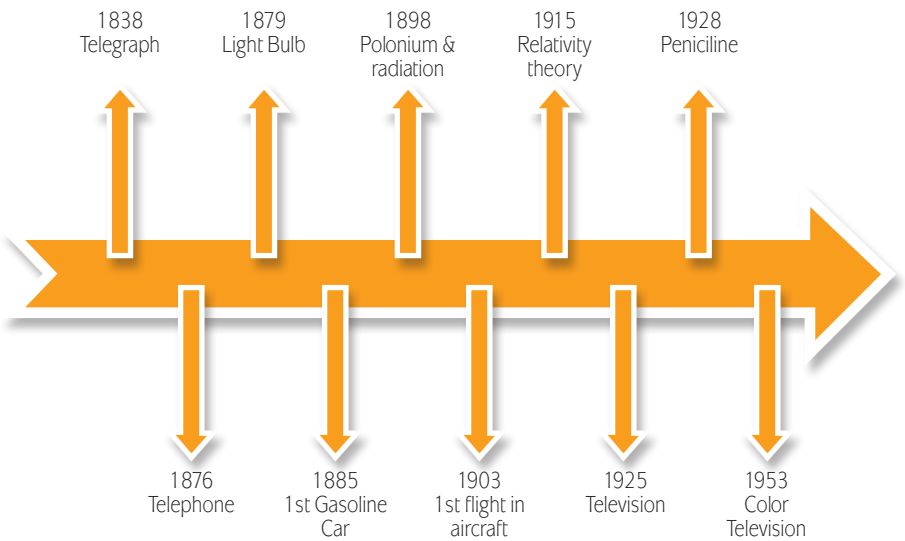
Discovering the discoveries and inventions

The game is getting to an end. They have been playing for more than four hours. They had a lot of fun but they are also tired. It's Maria's turn and she prefers to answer questions about entertainment.

Ana: Maria, it's your turn. Are you ready?
Maria: I don't think so. May I have my computer with me to check the answer in Internet?
Ana: Of course not. That's cheating. Roll the dice. The theme is science and technology and the question: Who discovered the theory of evolution by means of natural selection?
Maria: That's not fair. Your questions were easier! I don't know.
Ana: Come on Maria, the answer is simple. His name starts with **C** and his first name with **D.**
Maria: Charles Darwin?
Ana: That's right. Imagine all the people that during the 19th century and beginning of the 20th discovered and invented so many things that are useful for us at the present time.



Study the next timeline and look for the meaning of the words you don't understand. You can write them down in the lines below.



02 Mi vida en otra lengua U2.indd 141 10/3/12 1:21 PM

U2 I DIDN'T KNOW ABOUT IT!

To know more

A long slow sequence of invention and discovery has made possible the familiar details of our everyday lives. Mankind's programme of improvements has been erratic and unpredictable. But good ideas are rarely forgotten. They are borrowed and copied and spread more widely, in an accelerating process which makes the luxuries of one age the necessities of the next.

Read more about it in: <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab23#ixzz26GzqMhfu>.

59 Look at the following information. In it you see names, dates, discoveries and inventions. Match the name with the correct date and information. Write complete sentences in past tense answering the question: Who did it? At last write the name of the person in the correct date of the time line. Remember you have to use complete sentences like the one in the example. Check your answers in Appendix 1.

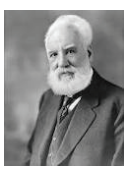
Example: In 1879 Thomas Alva Edison discovered the light bulb.



Thomas Alva Edison



Brothers Wright



Alexander Graham Bell



Alexander Fleming



Madame Curie

1885 first gasoline car

1879 light bulb

1876 telephone

1898 polonium and radiation

1838 telegraph

1889 cinematographic projector

1925 television

1915 relativity theory

1928 penicillin

1903 first flight in aircraft



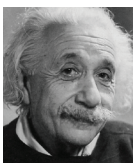
John L. Baird



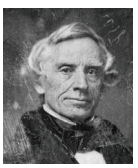
Karl Benz



Augusto and Louis Lumiere



Albert Einstein



J. Samuel Morse

02 Mi vida en otra lengua U2.indd 142 10/3/12 1:21 PM

Who did it?

1. In 1879 Thomas Alva Edison discovered the light bulb.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The next questions in the Marathon game are about when and while. The friends must relate what was happening in a place while a fact occurred in other or vice versa. They have to answer this way: While Porfirio Diaz governs Mexico, the Wright brothers made the first flight in aircraft. Can you do something like that? Play with them.



Think about you and what was happening in the world in different stages of your life. Write it down.

Remember 5 events that occurred between your 10 and your 15th birthday. Write them down. See the example in Appendix 1 to compare yours.

_____

_____

_____

_____

_____

_____

Remember who was the President of Mexico when you were 12 years old. Write it down. If you don't remember look for information on Internet using key words like President of Mexico, or the year you were twelve or in books like Betancourt Suárez, M. del S. et al. (2011). *Historia de México II*. Mexico: Santillana.

_____

02 Mi vida en otra lengua U2.indd 143 10/3/12 1:21 PM

Now think about the songs and TV programs you heard and watched when you were more than 12 years old. Write them down.

The game is over.

CLOSING

To finish

In this section you will find some grammar exercises to do. Check your answers in Appendix 1. If you have Internet connection and also want to do the exercises below, much better.



Adjectives: comparative and superlative. Complete the chart with the comparatives and superlatives. Check your answers in Appendix 1.

Adjective	Comparative	Superlative
Long		
Fast		
Pretty		
Beautiful		
Ugly		
Thin		
Fashionable		

To reinforce your knowledge...

On *comparative* and *superlative adjectives* try the following exercise: <http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives/exercises 1>.



How much and how many. Write how much or how many on the line. Check your answers in Appendix 1.

02 Mi vida en otra lengua U2.indd 144 10/3/12 1:21 PM

1. _____ onions do you need?
2. _____ wine did you drink?
3. _____ sugar do I buy?
4. _____ money did you spend?
5. _____ rocks did you kick?
6. _____ books do you read in a year?
7. _____ bread do you want?
8. _____ salt did you use?

To reinforce your knowledge...

On *how much* and *how many* do the following exercise: <http://www.englishexercises.org/makeagame/viewgame.asp?id=3246>.



Countable or uncountable. Write C if the noun is countable or U if it's uncountable. Check your answers in Appendix 1.

1. Honey _____
2. Tomato _____
3. Cars _____
4. Tea _____
5. Rice _____
6. Houses _____
7. Flour _____
8. Papers _____
9. Time _____
10. Oil _____

To reinforce your knowledge...

On *countable and uncountable nouns*, try the next exercise on line: <http://www.englishexercises.org/makeagame/viewgame.asp?id=3246>.



Some / any / an / a. Complete using some /any /an. Check your answers in Appendix 1.

1. There's _____ airport next to the city.
2. There are _____ beautiful gardens, but there aren't fountains.
3. There are _____ postcards on this table for you.

02 Mi vida en otra lengua U2.indd 145 10/3/12 1:21 PM

To reinforce your knowledge...

On *some*, *any*, *an* or *a*, try the next exercise on line: <http://www.englishexercises.org/makeagame/viewgame.asp?id=3246>.

4. Are there _____ parents in that party?
5. Is there _____ office near here?
6. There are _____ good books that you should read.
7. Is there _____ orange in the fridge?
8. Are there _____ chocolates in the kitchen?



Prepositions of time: in / on / at. Complete the following sentences using *in* / *on* / *at*. Check your answers in Appendix 1.

1. I will finish _____ Friday.
2. I waited for you _____ seven o'clock.
3. I don't like walking alone _____ night.
4. _____ 1965 she was born.
5. I love to have dinner with my family _____ Christmas.
6. _____ February we celebrate Valentine's Day.
7. I'll see you _____ Monday.
8. _____ April 25 she celebrated her birthday.

To reinforce your knowledge...

On the use of *in*, *on* or *at*, try the next exercise: <http://www.ego4u.com/en/cram-up/grammar/prepositions/exercises?02>.

It's your turn

You have finish studying this unit. In it you apply grammatical notions like the use of nouns, verbs, pronouns, adjectives and adverbs to ask and give information about past events and experiences. You can write now about you and your life. Make your biography as you made the ones about your favorite athlete or your close relative.

Consider the next points in your writing.

- Who are you? (name, nationality, age, family members, ...)
- Best anecdotes in your life.
- What was happening while you were in different stages of life.

Write it down.

02 Mi vida en otra lengua U2.indd 146 10/3/12 1:21 PM

Assess yourself

1. What I liked most of the unit:

2. What I found difficult:

3. What I didn't like:

How do you feel in these areas? Cross out how you feel about them.

	☺ Very good	😐 Good	☹ Regular
Grammar			
Vocabulary			
Listening			
Reading			
Writing			
Speaking			

02 Mi vida en otra lengua U2.indd 147 10/3/12 1:21 PM

02 Mi vida en otra lengua U2.indd 148 10/3/12 1:21 PM



UNIT

3

What happened to you?

What am I going to do and how?

In your everyday life you attend to shopping centers, museums, restaurants, supermarkets and many other public places. Besides, sometimes you spend a special celebration in one of these places. In this unit you will share experiences about attending public places in the past, and also talking about celebrations. This will need knowledge and practice of the use of verbs in past tense. During the study of this unit you'll be learning and developing the required competencies to do all these.

With what purpose?

The purpose of this unit is to share information with others about experiences in the past in a familiar and social environment. You'll be able to talk about past experiences, assistance to public places and to give information of who did what and to whom. You will do all

this in an oral and in a written way. You're going to talk about celebrations in a familiar and social context.

What am I going to learn?

In this unit you will learn how to...

Section 1: Where did we buy a present?	Section 2: We had fun as tourists	To finish
• Subject and object pronouns, regular and irregular verbs. • Auxiliary did, was / were. • Expressions of time. • Use of past and past progressive.	• Regular and irregular verbs in past. • Auxiliary did, was / were. • Wh- questions. • Adverbs and expressions of frequency.	• Make your own project. • Practice what you have learned along the unit.

How am I going to work?

You will practice your pronunciation and your talking and hearing abilities with the use of a recorded CD included with your book and the access to some suggested web sites. For this, a computer with Internet access will help you. If you don't have a computer you can find a community center where you can use one. It is not necessary to have a computer but it supplements your learning, so we strongly recommend you to find a place to connect if you don't have one already.

The estimated time to complete this unit is 20 hours. Organizing your time to cover the material in the suggested time is an important skill so here's an example of how you can cover it:

Section 1: Where did we buy a present?	Section 2: We had fun as tourists	To finish
7 hours	7 hours	1 hour

Remember to constantly evaluate your work and advances in your studies. Always compare your answers with the ones provided in Appendix 1. Even your mistakes will help you to improve if you reflect on them. Think about your learning process asking yourself: What am I doing right? What hasn't worked? Be ready to make adjustments to your learning strategies to obtain better results.

Which will be the results of my work?

At the end of the unit you will be able to:

- Apply the grammatical notions to ask for and give information about the past with a responsible attitude in the use of the information given.
- Apply the grammatical notions and vocabulary to ask for and give information about the assistance to public places and celebrations with an autonomous attitude, perseverant in the search for information in a disciplined and responsible way.
- Apply the vocabulary needed with an autonomous and perseverant attitude in the search for information in a disciplined and responsible way.

03 Mi vida en otra lengua U3.indd 150 10/3/12 1:30 PM

INTRODUCTION

SECTION 1 Where did we buy a present?

Anyone who stops learning is old, whether at twenty or eighty.
Anyone who keeps learning is young.
Henry Ford

In this section you will learn how to ask for and give information about past events with the use of pronouns (subject and object pronouns), regular and irregular verbs, auxiliary did, was / were, expressions of time and the use of past progressive tense. Also you will be able to describe public places and celebrations.

You are working on applying the grammatical notions and vocabulary of this unit around both a social and family contexts to communicate events that happened in the past in an oral and written form, assuming an autonomous and perseverant attitude towards the development of your own learning as well as a disciplined and responsible management to the given information.

Maria's birthday party!

Listen to the following conversation. Read it out loud to improve your pronunciation. Then cross T if the statement is true or F if the statement is false. Check your answers in Appendix 1.

Maria: Hello, everybody. How are you? I was wondering if all of you remember that in two days is my birthday!

Ana: Yes, I do. Do you remember the last birthday party that we organized for **you** last year?

Maria: Of course I remember! It was **terrific**. I will never forget **it.**

Ana: Everybody helped **me** with the organization. My mother helped cooking the meal, Alex and Raul buying your birthday present, Raul was also our D.J. and all the guests helped **us** to keep the secret. We really had a good time. What are you planning to do this year?

Maria: Didn't you tell **them** Alex? Sorry, I only told **him** but I invite **you** to go dancing to the disco.

Alex: I didn't tell **them** because you asked **me** to be discrete.

Raul: Well, thank **you** for the invitation. This time the surprise was for **us**. Wasn't it Ana?

Ana: You're right, Raul.

glossary

Terrific: (*adjective*) informal extremely good; excellent: *It's been such a terrific day. You look terrific.*



1. Today is Maria's birthday. (T) (F)
2. Ana organized Maria's party. (T) (F)
3. Alex was the only one that knew about the dancing. (T) (F)

03 Mi vida en otra lengua U3.indd 151 10/3/12 1:30 PM



Do you know which steps you have to follow to organize a party? Look at them in the following web site and take them in consideration for your next party: <http://www.wikihow.com/Plan-a-Party>

4. Raul was surprised that Maria didn't invite them. (T) (F)
5. Ana decided not to go to the disco. (T) (F)

DEVELOPMENT

Pay attention to the words in **bold**. They are **object pronouns**. What is the difference between a subject pronoun and an object pronoun? Subject and object pronouns are **personal pronouns**. The difference is that we use **subject pronouns** as subject of a sentence and object pronouns as object of the predicate of a sentence. Subject and object pronouns have singular and plural forms.

Read the following information:

Subject and object pronouns			
Singular		Plural	
Subject pronoun	Object pronoun	Subject pronoun	Object pronoun
I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

Example:

I am hungry. (**I** is subject pronoun; it is the subject of the sentence.)
Please give **me** some fruit. (**me** is object pronoun and it's part of the predicate of the sentence.)

In subject pronouns, the plurals We, You and They substitute singular pronouns. Read the following examples.

- The pronoun **"we"** takes the place of the pronouns I and You.

  Example: You and I are friends. / **We** are friends. [refers to You and I]

- The pronoun "**you**" (plural) substitutes the pronoun You in singular and the pronoun I.

  Example: You and I are friends. / **You** are friends. [refers to You (singular) and I]

- The pronoun "**they**" substitutes the pronouns He, She and It.

  Example: Alex and Mary are friends. **They** are friends. [refers to Alex (he) and Mary (she)]

03 Mi vida en otra lengua U3.indd 152 10/3/12 1:30 PM

Object pronouns are found as object of the predicate.
Read the following examples:

John plays soccer. (John=subject / plays soccer=predicate)

He plays soccer. (He= John)

I saw ***him*** play soccer. (I subject pronoun, saw is the verb and *him* is the object of the predicate, therefore it is the object pronoun)

I saw Mary in Church. I saw ***her*** in Church. (Her=object pronoun, is taking the place of Mary.)



To develop your listening and improve your pronunciation

In the following web site you can listen and watch a funny flashcard giving a visual explanation of object pronouns. Try to repeat them out loud to improve your pronunciation: <http://tv.mes-english.com/pronoun_object_qa.php.>.



Write the correct object pronouns in the following sentences. The first one is given. Check your answers in Appendix 1.

1. I called you. You called **me.**
2. You called me. I called _____.
3. He called you. You called _____.
4. She called him. He called _____.
5. You fed the dog. You fed _____.
6. We worked together. Someone worked with _____.
7. You studied English. The teacher taught _____ English.
8. They received a letter. I gave _____ a letter.
9. This is a great movie. I really like _____.
10. Who's that man? I don't know _____.
11. Good morning. Can I help _____.
12. Madonna is a great singer. I like _____ a lot.
13. We don't know the answer. Can you tell _____ please?
14. Where is my bag? I can't find _____.
15. Can you help? I _____.

Learning strategy

Remember that a subject pronoun is in the subject of a sentence and makes or performs an action. The object pronoun is in the predicate of the sentence usually with a preposition before it. This is other way you can identify an object pronoun.

03 Mi vida en otra lengua U3.indd 153 10/3/12 1:30 PM



Cross out the correct pronoun, either subject or object, for each sentence. Check your answers in Appendix 1.

1. (Me , I) danced all night long.
2. No one tried to stop (we , us).
3. Ana and Maria went shopping. Alex and Raul saw (they , them).
4. (They , them) didn't see (we , us).
5. You and I are going to the cinema. (We , Us) should go and eat first.
6. Raul likes going to concerts. (He , Him) likes singing, too.
7. Why don't you come with (me , I)?
8. Come with (she , her) if you don't want to stay alone.
9. Why didn't you give (he , him) a birthday present?
10. (Me , I) studied with (she , her) at 11 o'clock.



Rewrite the following sentences by substituting the words in *italics* for subject or object pronouns. Check your answers in Appendix 1.

1. We need to finish *the work* as soon as possible.

2. I saw *a man* through the window.

3. I kissed *the girl* and *the girl* kissed me.

4. We told *Alex and Raul* not to go to the game.

5. *You and I* can go to the party.

6. Do you know how *the computer* works?

7. Help *you and me*!

8. *Alex* helped *Raul and Maria* after school.

9. He really liked *the job*.

10. *The manager* hired you last week.

03 Mi vida en otra lengua U3.indd 154 10/3/12 1:30 PM

Last year Ana, Raul and Alex organized Maria a surprise birthday party. To organize a party takes plenty of time besides money and a lot of fun. A year ago, Ana made a **checklist** of all the things that they needed for Maria's party.

Fortunately there was no need to rent a room because the party took place at Ana's house.

What are the things that Ana, Raul and Alex took in consideration for Maria's party?



Invitations and guests	✗
Food	✗
Cake	✗
Music	✗
Others (trash bags, balloons, etc.)	✗

glossary

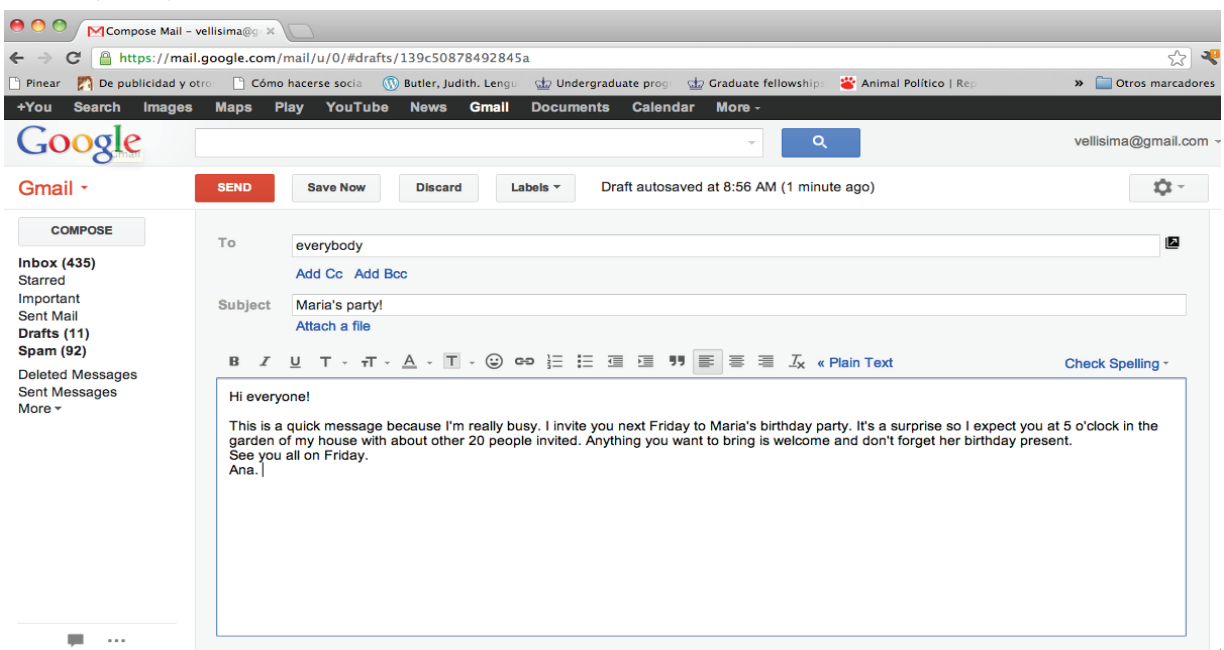
Checklist: (*noun*) a list of items required, things to be done, or points to be considered, used as a reminder.

Nowadays: (*adverb*) at the present time, in contrast with the past:the sort of clothes worn by almost all young people nowadays.

Do you think there is something else you need for a party? What else?

Nowadays there are many ways you can invite a person to a party. It can be in person, making a phone call, sending an invitation card, sending a message by your cell-phone, by e-mail, by Facebook, etc.

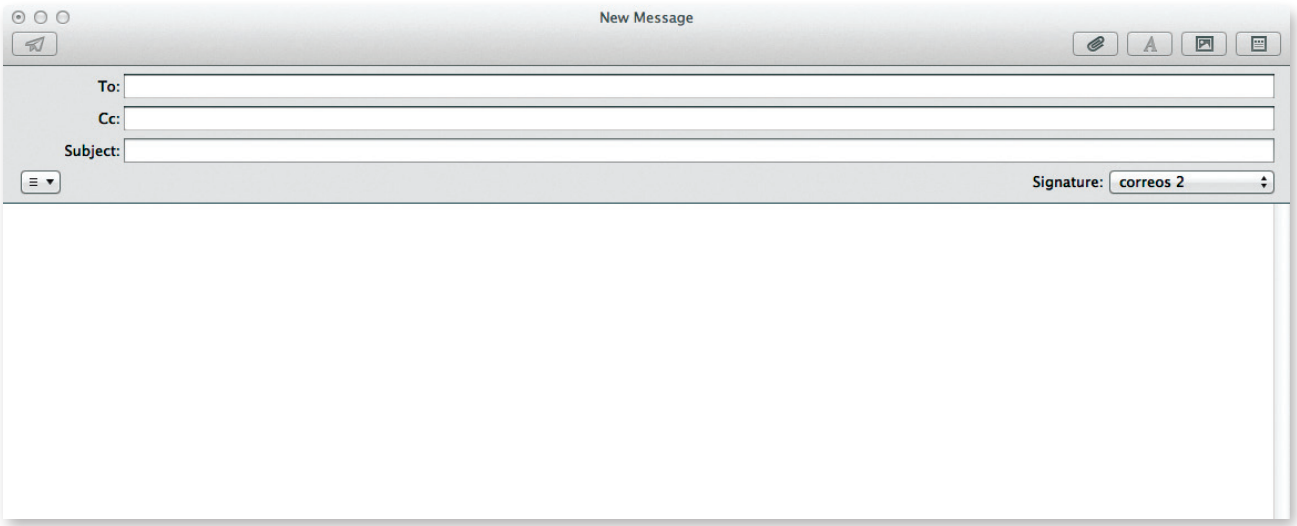
Read the following e-mail that Ana sent to one of the 20 guests for Maria's birthday party.



03 Mi vida en otra lengua U3.indd 155 10/3/12 1:30 PM

5 Imagine you are helping to prepare a birthday celebration for one of your friends. Write your own invitation. Who are you celebrating? Why are you celebrating that person? When and where is the celebration going to take place? How many people you invited? Write an e-mail to a friend inviting him/ her. Write in present tense.

You can find an example in the Appendix 1.



6 Ask your relatives, when is your birthday? Make a birthday chart of your closest relatives: mother and father, brothers or sisters, cousins, uncles, aunts, grandparents. Write their names, birthday's date (including day and month) and age. Start with your grandparents, then your parents and so forth including also your information. Look at the example below to help you.

Name	Birthday's date month	Age
1. Alejandra	Her birthday is on September 28th.	She is 23 years old.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

03 Mi vida en otra lengua U3.indd 156 10/3/12 1:30 PM

Going to the mall!

After sending the invitation, the next thing to do was to buy Maria's present. Alex and Raul offered to go to the shopping center or **mall** to look for Maria's present while Ana went to the supermarket to buy what was needed for the meal.





glossary

Mall: (*noun*) (also shopping mall) a large building or series of connected buildings containing a variety of retail stores and typically also restaurants.

7 Find the ten vocabulary words about public places in this word search. Draw a circle around them. Check your answers in Appendix 1.

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

bank
coffeshop
danceclub
hospital
library
museum
park
supermarket
theater
toystore

To develop your listening and improve your pronunciation

Try the following web site. It's an excellent place to listen to many vocabulary words related to places , clothes, weather, and many other themes. Listen and practice your pronunciation: <http://www.english-guide.org/category/vocabulary>.

8 Listen to the following dialogue. After listening, read it out loud and record yourself in order for you to improve your pronunciation. Then answer the

03 Mi vida en otra lengua U3.indd 157 10/3/12 1:30 PM



questions with complete sentences in past tense. Check your answers in Appendix 1. Remember to take your recording to the Centro de Servicios de Preparatoria Abierta so that your assessor can listen to your progress.

Raul: This shopping center is very big. I bet we can find Maria something useful and cheap.

Alex: The problem is, what do we buy her? She's not the kind of girl who likes wearing rings, earrings, bracelet, etc.

Raul: You're right Raul. That's why I'm going to buy her a blouse or let's go to a music store to see if we can find her a CD of pop or rock music.

Alex: Where do we go first? To the second floor or do we stay here in the ground floor?

Raul: I don't know, why don't we ask this policeman if he knows where the music store is.

Alex: While you go and ask him, I'm going to that sports store to look for a T shirt.

Raul: Why don't you go and ask him? Meanwhile I'll buy an ice-cream.

Alex: Neither you nor I. Here's a directory. Maybe we can find it easier if we look at it. Let's see if we find what we're looking for.

PLACE SHOPPING CENTER DIRECTORY	
GROUND FLOOR	**SECOND FLOOR**
Computer game store	Department store
Computing store	Japanese restaurant
Coffee shop	Ice –cream parlor
Shoe store	Pet store
Toy store	Book store
Italian restaurant	Stationery shop
Mexican restaurant	Music store
Bank	Gym
Barber shop	Cinemas
Restrooms	Fast food

1. Where were Alex and Raul?

2. What were they doing?

3. What did they decide to buy for Maria?

03 Mi vida en otra lengua U3.indd 158 10/3/12 1:31 PM

4. What is Alex looking for?

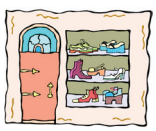
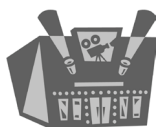
5. Did they ask the policeman where the music store was?

6. On which floor did they find the music store?

7. On which floor did they find the coffee shop?

8. How many restaurants are there in the shopping center?

9 Where can you buy, watch, stick, eat, take or drink the following things? Choose from the box the best public place for each word. Write complete sentences using the verbs in past tense. The first one is given. Check your answers in Appendix 1.

drugstore 	shoe store 	stationery store 	sports store 
travel agency 	ice cream parlor 	coffee shop 	cinema 
	bus station 	post office 	

Example: (drink /cup of coffee) I drank a cup of coffee at the coffee shop.

1. (buy / plane ticket)

2. (watch / movie)

03 Mi vida en otra lengua U3.indd 159 10/3/12 1:31 PM

3. (buy / tennis racket)

4. (take / bus)

5. (buy / notebook)

6. (stick / stamp)

7. (buy / toothbrush)

8. (eat / ice cream)

9. (try / pair of shoes)



Alex and Raul decided to do different activities at the shopping center. Use the words in parentheses and write complete sentences using *while* and past progressive tense. Check your answers in Appendix 1.

Example: Alex (make line / bank), Raul (eat / ice cream)
While Alex was making line at the bank, Raul was eating an ice cream.

1. Alex (go / restroom), Raul (listen music / music store)

2. Alex (eat / Mexican food), Raul (eat / Italian food)

3. Alex (buy / computer), Raul (watch pets / pet store)

4. Alex (have / hair cut), Raul (excercising / gym)

5. Alex (play / game store), Raul (watch a movie / cinema)

6. Alex (read / book), Raul (take / coffee)

03 Mi vida en otra lengua U3.indd 160 10/3/12 1:31 PM

7. Alex (choose / Maria's present), Raul (play / toy store)

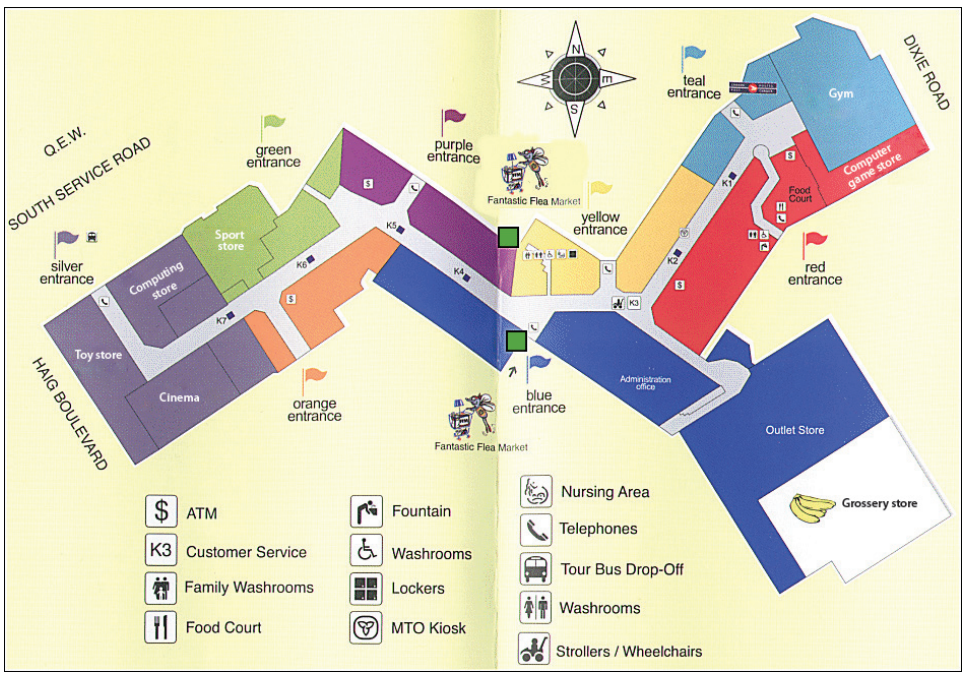
_____

8. Ana (buy / supermarket), Alex and Raul (have / fun)

_____

11 Look at the map: it's a mall. To practice your pronunciation, use a recording device and record yourself describing the map. You have to say where the places are, using the vocabulary given in this unit. When you are sure that you have said everything about the place, take your recording to the Centro de Servicios de la Preparatoria Abierta and show your recording to your assessor. You can use the phrase below as an example on how to construct complete sentences.

Example: There is a restaurant on the ground floor.



12 Read the following paragraph. It's a description of all the things Alex and Raul thought Maria would like as a birthday present. Write all the regular and irregular verbs in past tense. Check your answers in Appendix 1.

Alex and Raul _____ (spend) all day long at the shopping center.

Buying a present for Maria _____ (be) not a simple task. First they

03 Mi vida en otra lengua U3.indd 161 10/3/12 1:31 PM

_____ (think) she would like a pet so they _____ (go) to the pet shop, but it _____ (be) very expensive. Then Raul _____ (suggest) to buy her some nice headphones, but Alex _____ (tell) him she already _____ (have) ones. They _____ (enter) a bookstore because Raul _____ (remember) that Maria _____ (like) to read. They _____ (go) to a toy store, and when finally they _____ (find) a beautiful doll, they _____ (not buy) it because they _____ (run) out of money! _____ (see) a pair of low heeled shoes at the shoe store, but they _____ (not know) what number she _____ (wear). At last they _____ (decide) to buy the last album that Madonna _____ (record) at the music store with Alex's credit card.

While Raul and Alex were at the shopping center, Ana was buying at the supermarket all the things that were needed for the meal. Her mother helped her cooking several stews served with rice, beans and *tortillas*.

This is the check list that Ana made to organize her purchase at the supermarket:



03 Mi vida en otra lengua U3.indd 162 10/3/12 1:31 PM

It's cake time!

When Ana finished her shopping, she was walking down a hallway and looked at a pastry's showcase a delicious chocolate cake. Ana decided to enter and ask for its price.



Read the following dialogue. You have to listen while you are reading. Afterwards, record yourself reading out loud in order for you to improve your pronunciation. Then answer the questions. Check your answers in Appendix 1.

Ana: Good evening, Sir.

Seller: Good evening young lady. Can I help you?

Ana: Yes. How much does this chocolate cake cost?

Seller: It costs three hundred pesos.

Ana: Three hundred pesos! Well, thank you, anyway.

Seller: Wait, here's a strawberry cake and it's cheaper and more delicious.

Ana: Yes? How much does it cost?

Seller: It's one hundred pesos. You won't regret.

Ana: All right, I'll take it. Thank you.



1. Did Ana buy the chocolate cake? Why?

2. Did Ana buy the strawberry cake? Why?

Ana bought all the necessary things for Maria's birthday, including the strawberry cake. Last year, Ana, Alex and Raul prepared Maria a nice surprise birthday party. At that time, Alex felt sad because he remembered how his parents celebrated his birthdays in his childhood, very different as he celebrates them now. This is an anecdote that he shared with his friends.



Listen to the following anecdote. After doing that, record yourself while you read it out loud. Then answer the questions. Check your answers in Appendix 1. Show the recording to your assessor so that he can listen to your improvement.

Happy birthday

I was very happy when it was my birthday in my childhood. My parents woke me singing the traditional "Happy birthday to you, happy birthday to you, happy birthday dear Alex, happy birthday to you". They

(*Continues…*)

03 Mi vida en otra lengua U3.indd 163 10/3/12 1:31 PM

look for

Look in the dictionary for the following word:

Cardboards: _____

_____

_____

_____

(Continuatrion...)



gave me a big kiss and an enormous hug wishing me the best. I remember when I was 8 years old that they gave me a professional soccer ball! It was the best gift of all and I still keep it.

My birthday parties were great. My grandmother, aunts, cousins and neighbors were invited. My mother asked for permission to my friend's mothers so they would let them go to my party. I remember that my mother decorated all the house with balloons and **cardboards** in the form of t-shirts with "congratulations" or "happy birthday Alex" written on them. The most exciting part was when they hired clowns, magicians or singers to entertain us.

My birthday cakes were awesome! They were decorated with faces of my favorite cartoon characters or of the super hero of the time or with anything related with soccer. There was no birthday without my *piñata*. It was so exciting picking up the candies that fell from it! How I miss those days. I have good memories of my childhood.

1. What stage of his life did Alex remember?

_____

2. How old was he when his parents gave him a professional soccer ball?

_____

3. Who were invited to his parties?

_____

4. Where did he celebrate his parties?

_____

5. How did his parents celebrate him?

_____

6. Does he miss his childhood birthday parties?

_____



How did you celebrate your birthday in your childhood? Write a short description of how you celebrated it. Write the age you had, where you organized it, who was invited, what was your favorite food, which was your best birthday present, etc. Write it in past tense. When you finish writing, save the result of your work in your portfolio of evidence so that you can show it later to your assessor.

_____

_____

03 Mi vida en otra lengua U3.indd 164 10/3/12 1:31 PM



How did you celebrate your birthday in your childhood? How do you celebrate it now? Write at least three things you did in your childhood and three that you do now in your celebrations. Share your information with your assessor so he can check if you answered correctly.

	In the childhood	Now
My birthday	1. 2. 3.	1. 2. 3.

03 Mi vida en otra lengua U3.indd 165 10/3/12 1:31 PM

SECTION 2 We had fun as tourists

Try to learn something about everything,
and everything about something.

Thomas Henry Huxley

You are working on applying the grammatical notions and vocabulary of this unit around both a social and family contexts to communicate events that happened in the past in an oral and written form, assuming an autonomous and perseverant attitude towards the development of your own learning as well as a disciplined and responsible management to the given information.

In this section you will learn how to ask for and give information about past events with the use of regular and irregular verbs in past, auxiliary did, was / were, wh- questions and adverbs and expressions of frequency.

Going to the gym

17 Listen to the following dialogue. While listening, read the dialogue so that you can see how the words are written. After this, record yourself reading it out loud to improve your pronunciation. Then answer the questions. Check your answers in Appendix 1.

Raul: Alex, how often do you go to the gym?

Alex: I **always** go to the gym. Making exercise makes me feel good. And you? How often do you exercise your body?

Raul: Oh no, that's not for me. I **rarely** exercise.

Alex: That's too bad Raul. Why don't you try walking once or twice a week from 20 to 30 minutes in the morning? Your body will be grateful.

glossary
Regret: (*verb*) feel sad or dissapointed over something than one has done or failed to do.



Raul: But Alex, I **usually** walk from my house to the bus stop and then to attend classes and so on. Besides, I'm **always** late because I can't wake up early in the morning and you want me to wake up even earlier! I don't think I will do it.

Alex: I insist. You must **regularly** exercise. Right now you're a very young boy, but when you become a young adult you're going to **regret** you didn't exercise. You're going to have all kind of pains and illness.

Raul: Alex, you **sometimes** exaggerate. That will **never** happen to me.

Alex: I hope so. You know you're my best friend and I **often** give advice to the people I appreciate like you.

1. How often does Alex exercise?

03 Mi vida en otra lengua U3.indd 166 10/3/12 1:31 PM

2. How often does Raul exercise?

3. Why is Raul always late in the morning?

4. What advice does Alex give to Raul?

5. Do you agree with Alex's advice? Why or why not?

Pay attention to the words in **bold** in the dialogue. They are **adverbs of frequency**. Remember that an adverb is a word that modifies a verb, an adjective or another adverb. In this case, we're talking about adverbs of frequency and are used to say how often something happens. Adverbs of frequency answer the question: How often? or How frequently?

Example: I usually go to the gym. (How often do you go to the gym? Usually)

This is a list of adverbs of frequency. They go from the least frequent to the most frequent.

Adverbs of frecuency	
never	Least frequent
rarely	
seldom	
hardly ever	
occasionally	
sometimes	
generally	
often	
regularly	
frequently	
usually	
always	Most frequent



To develop your listening and improve your pronunciation

Watch the following video and listen to different activities a person does using adverbs of frequency: <http://www.multimedia-english.com/contenido/ficha/frequency-adverbs-listening/888>.

Adverbs of frequency come after any form of the verb *to be*, but before other verbs.

Example:

I *am* late. (always)

I *am always* late (after verb am, present form of *be*)

I *go* to bed early (always)

I *always go* to bed early. (before the verb)

03 Mi vida en otra lengua U3.indd 167 10/3/12 1:31 PM



Rewrite the following sentences by writing the adverb of frequency in the correct place in each sentence. Check your answers in Appendix 1.

1. I'm hungry at this hour. (usually)

2. We play tennis together. (sometimes)

3. Maria went to a museum in her childhood. (never)

4. Alex is making exercise in the gym. (frequently)

5. Raul goes to concerts. (occasionally)

6. Does Ana read a book? (generally)

7. We are in good humor. (regularly)

8. Ana is good at Mathematics. (always)

Learning strategy

You can practice adverbs of frequency by repeating yourself what you do in your daily tasks. For example: What do you *always* do on Mondays? What do you *never* do on weekends? What do you *usually* do the other days of the week?

You can also talk about frequency using expressions that indicate when you do something:

Example: Why don't you try *once a week* to do exercise? (How often do I recommend you to do exercise? Once a week.)

You can make many combinations of **expressions of frequency** taking in consideration the following information.

Expressions of frequency		
Every		day
Once	a	week
Twice		month
Three times		year

Example: I visit the doctor *once a year*.
Every day I eat lunch at 12 o'clock.

03 Mi vida en otra lengua U3.indd 168 10/3/12 1:31 PM



How often do you do something? Answer this question by using adverbs of frequency or a combination of the expressions mentioned in the box above. Answer with complete sentences.

Example: How often do you visit your relatives?
I visit my relatives twice a month. (expression)
or
I hardly ever visit my relatives. (adverb of frequency)

How often do you…

1. go to the dance club?

2. read a book?

3. go to the doctor?

4. play sports?

5. drink coffee?

6. watch television?

7. go to the cinema?

8. go to the theater?

For more information...

If you need more information about *adverbs of frequency* and *expressions of frequency*, go to: <http://www.eslgold.com/grammar/frequency_adverbs.html>. And read more about it.



Look at the following questions. Write down your answers using expressions or adverbs of frequency to do it. After this, record yourself making the question and giving the answer. Share your answers with your assessor from the Centro de Servicios de la Preparatoria Abierta.

How often do you…	Answers
Go to a shopping center?	

(*Continues...*)

03 Mi vida en otra lengua U3.indd 169 10/3/12 1:31 PM

(*Continuation...*)

How often do you...	Answers
Go to a museum?	
Go to concerts?	
Go downtown?	
Go for a walk to a park?	

Check the answers with the ones in Appendix 1.

Downtown is so great!



Put the following dialogue in the correct order. Number one is given. Check your answers in Appendix 1.

1 **Ana:** Hello guys, what are you doing?

____ **Raul:** But when you travel to another country you have spare time to know the most interesting things of the place you're visiting, don't you?

____ **Ana:** Are you trying to tell me that you don't know the museums, cathedral, restaurants, stores, culture and history of Mexico City's downtown?

____ **Alex:** Well yes, but it's different. As you said it, in that case I'm in another country.



____ **Ana:** Well, the benefit of excercising is for you. By the way, who wants to come with me downtown? I want to buy Maria's next birthday present in a store that is exactly two blocks from the Zocalo.

____ **Alex:** Ana, I'm a soccer player and I don't have much time to spend like tourist in my city.

____ **Ana:** Oh no, I can't believe what I'm listening. It's a shame. Raul, you need to do exercise and Alex, you need more culture! Come with me. I'll be your tourist guide this afternoon. Let me take you to the most interesting places that Mexico City has in the Turibus.

____ **Raul:** Alex is trying to convince me to exercise my body at least once a week. Can you imagine?

____ **Alex:** Are you crazy? The last time I went downtown was in elementary school when I was nine or ten years old. We took a guided tour with our Spanish teacher to know National Palace and the huge murals that are painted inside it.



If you want to read more about what the Turibus is, go to <http://www.explorandomexico.com/about-mexico/11/189/>.

03 Mi vida en otra lengua U3.indd 170 10/3/12 1:31 PM

22 Listen to the following information. Then write the correct wh- question for each given answer. Check your answers in Appendix 1.





The City of Palaces



Mexico City is a city that is proud of its history and culture. One can visit more than 100 museums. The historical center of Mexico City is its main square, the Zocalo, where the center of Tenochtitlan once stood. In the center of the Zocalo or Plaza Mayor flies a gigantic national flag.

The square is used for parades, celebrations, ceremonies or concerts. Today it is one of the world's largest public squares. Bordering the Zocalo are some of Mexico's City's oldest and greatest buildings. The Metropolitan Cathedral dates to the middle 1500s and is the largest church in Latin America.

The construction of the Cathedral took almost 300 years! The National Palace is the government office. Inside of it, huge murals by Diego Rivera, one of Mexico's greatest and famous artist, draw Mexican history from Aztec times to early 1900s.

On the square's northeast corner are the remains of the Templo Mayor, the great Aztec ceremonial pyramid and was discovered in 1970. Southwest of the Zocalo, Chapultepec Park is one of the world's largest urban parks. The area was once used by Aztec emperors.

Geography today

1. _____
   You can visit more than 100 museums.
2. _____
   You can find a gigantic national flag at the center of the Zocalo.
3. _____
   The square is used for parades, celebrations, ceremonies and concerts.
4. _____
   It took 300 years to construct the Cathedral.
5. _____
   Diego Rivera painted the huge murals.
6. _____
   The Aztec ceremonial pyramid was discovered in 1970.

To know more

Diego María de la Concepción Juan Nepomuceno Estanislao de la Rivera y Barrientos Acosta y Rodríguez, well known as "Diego Rivera", was born in 1886 and died in 1957. He was a prominent Mexican painter born in Guanajuato, Guanajuato and husband of Frida Kahlo.

03 Mi vida en otra lengua U3.indd 171 10/3/12 1:31 PM

To know more

Mexico City's downtown is considered one of the most important places in Latin America.It has all kind of building and you can find in it prehispanic, colonial and modern architecture. Go to <http://en.wikipedia.org/wiki/Historic_center_of_Mexico_City>. And read more about the Historic Center of Mexico City. You will enjoy it.

Raul and Alex went downtown with Ana and they had a tour in the Turibus. They all received a brochure of the most important places in the historical center of Mexico City as well as tips of hotels, shops and restaurants. There were so many restaurants that they didn't know what to eat, between the delicious Mexican food or international food.

This is the brochure that they read:

MEXICO CITY'S DOWNTOWN

RESTAURANTS

- Mexican restaurant
- Chinese restaurant
- Italian restaurant
- French restaurant
- Cafeteria

SHOPPING

Downtown is the city's oldest shopping center where you can find almost anything you need and the oldest department stores.

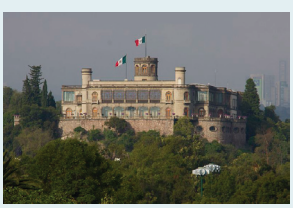
HOTELS

- Five stars hotel
- Four stars hotel
- Three stars hotel
- Two stars hotel
- One star hotel
- Hostel

LANDMARKS

- Plaza de la Constitución or Mexico's main square
- Cathedral
- Ángel de la Independencia





PARKS

- Alameda
- Chapultepec's park and zoo

ANTIQUE MARKETS, ARTS AND CRAFTS



- "Mercado de Antigüedades"
- La Lagunilla
- "Mercado de curiosidades"

MUSEUMS

- National Museum of Anthropology



- Fine Arts Palace Museum
- National Palace
- Templo Mayor Museum
- National Art Museum
- San Carlos Museum



03 Mi vida en otra lengua U3.indd 172 10/3/12 1:31 PM



Twelve million people visit Mexico City every year. It's considered the most important tourisitic city of the country. That is why is very easy to find tourist guides about it. You can consult printing guides and the ones in Internet. For example, go to <http://www.sunofmexico.com/mexico_city_historic_center.php> and read about the places that you read in this section about the historic center of Mexico City.



With the information given above about Mexico City's downtown, choose one of the verbs from the box and write complete sentences in past tense. Write a sentence for each public place that Ana, Alex and Raul visited explaining what they did. Choose the appropriate verb for each place. Check answers in Appendix 1.

visit	eat	buy	walk	play	watch	sleep

Example:

Restaurant: They **ate** enchiladas at an old restaurant.

Landmarks:

1. _____

Restaurant:

2. _____

Park:

3. _____

Shopping:

4. _____

Hotels:

5. _____

Museums:

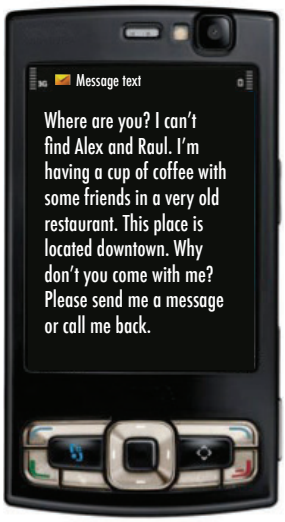
6. _____

Markets:

7. _____

While Ana, Raul and Alex were having fun, Ana received a message in her cell phone from Maria.

03 Mi vida en otra lengua U3.indd 173 10/3/12 1:31 PM



Ana: Maria is also downtown, the only difference is that she's having fun with some friends in a restaurant not far away from here while we're looking for her birthday present!

Alex: Hey Ana, you look upset. Let me remind you that we're also having fun.

Raul: Yes, remember it was your idea to come as tourists and besides to buy Maria's present that, by the way, you have not bought.

Alex: I spent an incredible day. I didn't know that our city had so many interesting and historical places to visit. In fact, it's impossible to visit all of them in just one day. I think we have to come back again.

Raul: I agree with you. Now I propose that we meet Maria at the restaurant and let's continue having a wonderful time together. What do you think, Ana?

Ana: I'm sorry. There's no reason for being angry. You're right friends. Let's go with Maria. I think I can buy her birthday present any other day. How do we get to the restaurant?

Raul: Let's go and ask to the policeman.

It's common that when you're walking on the street and you don't know how to get to a certain place you ask for information to any other person. You already know how to ask for a place when you studied the vocabulary of a shopping center. Do you remember? If not, go back to section 1 of this Unit and review it.



Source: INAH/Conaculta (2005). Guía oficial de la Ciudad de México. México: INAH.



Ana, Alex and Raul are three blocks from where Maria is. Complete the dialogue between Raul and the policeman asking him how to get to the restaurant. Use the correct wh- questions to get the information you need. Check your answer in Appendix 1.

Raul: _____

Policeman: Good afternoon. May I help you?

03 Mi vida en otra lengua U3.indd 174 10/3/12 1:31 PM

Raul: _____

Policeman: The restaurant you are asking for is on the street of Tacuba.

Raul: _____

Policeman: Walk three blocks straight, turn left and on your right hand side you'll see the restaurant.

Raul: _____

Policeman: You're welcome.



Ana received a message from Maria. Now it's Ana's turn to answer her. Write the answer that you think Ana wrote to Maria. Remember that it's a message that she received by her cell phone. Write it in past tense. See the example in Appendix 1.



03 Mi vida en otra lengua U3.indd 175 10/3/12 1:31 PM

To finish

In this section you will find some links to do exercises on line in case you have an Internet connection. If not, don't worry, do the exercises that are in this chapter an check your answers in Appendix 1. If you have Internet connection and also want to do the exercises below, much better.



Object pronouns. Complete the following sentences by writing the correct object pronoun on the line. Check the answers in Appendix 1.

1. Take the children to the park. Don't let _____ watch TV.
2. My grandmother is unique. I love _____ very much.
3. Don't help me with the task. I can do _____?
4. Why are you angry with Alex? Go and talk with _____?
5. I will go to the supermarket. Come with _____.
6. We are going to a museum. Why don't you come with _____?
7. Are you planning a trip? I want to go with _____.
8. Where are my shoes? You are wearing _____.

To reinforce your knowledge...

About *object and subject pronouns* try doing the exercises on the following web site: <http://www.englisch-hilfen.de/en/exercises/pronouns/personal_pronouns3.htm>.



Adverbs of frequency. Write each adverb of frequency in its correct position. Check the answers in Appendix 1.

1. The weather is cold in December (often)

   _____

2. Ana and Maria are late (always)

   _____

3. I met him before. (never)

   _____

4. I will visit them in their house. (sometimes)

   _____

5. She meets her friends in Facebook. (hardly)

   _____

To reinforce your knowledge...

About *adverbs of frequency* do the following exercise on line: <http://www.myenglishpages.com/site_php_files/grammar-exercise-adverbs-frequency.php>.

03 Mi vida en otra lengua U3.indd 176 10/3/12 1:31 PM

6. Your son is late for his tennis practice. (usually)

7. He goes to Church. (frequently)

8. I will remember you. (always)

It's your turn



Write an itinerary for a one day tour downtown. Write about an interesting day with your family including the places you visited with them. You can write your itinerary answering for questions like: How did you get there? At what time did you leave? Where did you have breakfast? What museum did you visit? What exposition did you see? At what time did you have lunch? Where did you eat? What did you eat? What shopping center did you go? What did you buy? Where did you buy it? What places did you know? At what time did you go back home? Write it in past tense. The beginning is given. When you have finished, keep your work in your portfolio of evidence.

Last Sunday my family …

Check the example on Appendix 1 to guide you through the writing process.

Assess yourself

1. What I liked most in this unit:

2. What I found difficult:

03 Mi vida en otra lengua U3.indd 177 10/3/12 1:31 PM

3. What I didn't like:

How do you feel in these areas? Cross out if you feel about them.

	☺ Very good	😐 Good	☹ Regular
Grammar			
Vocabulary			
Listening			
Reading			
Writing			
Speaking			

03 Mi vida en otra lengua U3.indd 178 10/3/12 1:31 PM



I will be a lawyer!

What am I going to do and how?

In the previous unit you learned how to narrate past events. You talked about **History** and you wrote a simple autobiography. To do this you used the past tense. Our personal **story** is important as it explains who we are as people. Up until now you have a life that defines you, but your future depends on you.

You are going to learn now learn to talk about your future, to express your professional interests and the plans you have already for your life, in short, medium and long term. This means we are going to talk about your life project.

With what purpose?

The purpose of this unit is to provide yourself with the tools to explain others about your future, to talk about your own projects, including short, medium and long term plans.

You'll be able to talk about your future, and give information of your ideas and interests. You will be capable to do all these in a spoken and written way.

What am I going to learn?

In this unit you will learn how to…

To know more

History is ment to be an objective narrative description of past events, while a story will be a subjective narrative description of either real past events or imaginary people and events. Read more: http://wiki.answers.com/Q/What_is_the_difference_between_story_and_history#ixzz20zdkcjLC

U4 I WILL BE A LAWYER!

Section 1: Oh, the scary future!	Section 2: Would you like a career?	Section 3: Life project	To finish
• Future tense will and going to. Wh- questions. Present progressive in expressing future actions.	• Future tense and modal verb *would*. • Talking about trades and professions.	• Writing your own project for the future.	• Exercises on line or in paper.

How am I going to work?

You will continue practicing your pronunciation and your talking and hearing abilities with the use of a recorded CD included with your book and with the help of some suggested web sites. For this, a computer with Internet access will help you. If you don't have a computer you can find a community center where you can use one. It is not necessary to have a computer but it supplements your learning, so we strongly recommend you to find a place to connect if you don't have one already.

In this unit you are going to develop your project for the future. You will find writing activities, which will help you on doing that. It's important to be in constant communication with your assessor to be able to finish it in a correct way. The activities that require that you check with him/her are: 25, 26, 27, 28, 29, 30.

The necessary time for this unit is 20 hours. You can divide it like this:

Section 1: Oh, the scary future!	Section 2: Would you like a career?	Section 3: Life project	To finish
5 hours	5 hours	8 hours	2 hours

Remember to constantly evaluate your works and advances. Always compare your answers with the ones provided in the Appendix 1. Even your mistakes will help you to improve if you reflect on them. You can also reflect on your learning process asking yourself: What am I doing right? What hasn't worked? Be ready to make adjustments to your learning strategies to obtain better results.

Which will be the results of my work?

At the end of the unit you are going to make a life project in which you will imagine and reflect how you see yourself, in order to help you in your future decision-making.

Also at the end you will be able to:

- Apply the grammatical notions and the vocabulary proposed in this unit in an autonomous and constant way to:
  - Make a list of personal and professional purposes and goals for the future.
  - To talk and write about you future plans and goals.

04 Mi vida en otra lengua U4.indd 180 10/3/12 1:32 PM

INTRODUCTION

SECTION 1 Oh, the scary future!

Learn everything you can, anytime you can, from anyone you can;
there will always come a time when you will be grateful you did.

Sarah Caldwell

I will eat my fortune!

Maria and Raul decided to go eat some Chinese noodles. As the custom demands, at the end of the meal they got two fortune cookies. Maria, always excited about this kind of mystical things, opened her cookie really fast to see what the future had to offer her.

You are working on using the grammatical notions and vocabulary described in this unit, in an autonomous and perseverant way to express in oral and written way plans about your future objectives in a disciplined and responsible manner.

Maria: I can't believe it, my future is terrible!
Raul: Why? What does it say?
Maria: "Beware of everything around you."
Raul: Well, it is terrible.
Maria: It's awful, and it's even worse because of the **timing**: just now, when I have to make all these important decisions about my future, destiny decides to be **mean** with me!
Raul: Don't worry! Look, we can go back home, search for some information about the origins of fortune cookies and that way you can see that it is just a message written by some Chinese guy who doesn't have enough imagination, or that wants to mess with some of the clients.
Maria: Ok, maybe that way I can calm a little bit.



Once they got home, Raul found this article on the Internet, which talks about the origin of this custom. Let's hope Maria calms down after reading this!

04 Mi vida en otra lengua U4.indd 181 10/3/12 1:32 PM



Read the following information. Listen to the CD and try to repeat to improve your pronunciation.

Fortune cookies

A fortune cookie is a **crisp** cookie usually made from flour, sugar, vanilla, and oil with a "fortune" wrapped inside. A "fortune" is a piece of paper with words of **wisdom** or a vague prophecy of a particular event that might occur in your future. The message inside may also include a Chinese phrase with translation or a list of lucky numbers used by some as lottery numbers, some of which have become actual winner numbers.

Some 3 billion fortune cookies are made each year, almost all of them in the United States. But the crisp cookies wrapped around enigmatic sayings have spread around the world. A surprisingly high number of winning tickets in Brazil's national lottery in 2004 were traced to lucky numbers from fortune cookies distributed by a Chinese restaurant chain called Chinatown.

Now the researcher Yasuko Nakamachi in Japan believes she can explain the origin of fortune cookies. Her first pieces of evidence are the generations-old small family bakeries making obscure fortune cookie-shaped crackers by hand near a temple outside Kyoto. She has also turned up many references to the cookies in Japanese literature and history, including an 1878 image of a man making them in a bakery decades before the first reports of American fortune cookies.



Fortune cookies are often served as a dessert in Chinese restaurants, but are absent in China. The exact provenance of fortune cookies is unclear, though various immigrant groups in the United States claim to have popularized them in the early 20th century, basing their recipe on a traditional Japanese cracker. Fortune cookies have been **summarized** as being introduced by the Japanese and popularized by the Chinese.

glossary

Crisp: (*adjective*) (of a substance) firm, dry, and brittle, especially in a way considered pleasing or attractive: *Crisp bacon.*

Wisdom: (*noun*) the quality of having experience, knowledge, and good judgment; the quality of being wise.

glossary

Summarized: (*verb*) give a brief statement of the main points of (something): *These results can be summarized in the following table.*

Did you know all of this? Do you believe on mystic things, like Maria? Now answer the following questions to see if you know everything necessary to help Maria calm down. Check your answers in Appendix 1.

1. What is a fortune cookie?

2. What message does a fortune cookie have?

3. How many fortune cookies are made every year?

4. Are the fortune cookies related with winning tickets in national lottery?

04 Mi vida en otra lengua U4.indd 182 10/3/12 1:32 PM

5. Which is the origin of fortune cookies?

_____

6. Who popularized the fortune cookies around the world?

_____



Have you ever eaten a fortune cookie? Can you write a message to put it inside one of them? Are you capable of seeing the future? And can you talk about it in English? For example, can you complete the following sentence?

"You will find _____."

Well, maybe right now you don't know how to do it but in this section you will learn how to ask for and give information about future events with the use of **expressions in future** like **will + verb** or **going to** as well as the use of wh- questions. You will learn how to use present progressive tense expressing future actions.

All of this so that you can be like a fortune-teller or a **gipsy**!

glossary

Gipsy: (*noun*) (plural *gypsies*) (usually *Gypsy*) a member of a traveling people with dark skin and hair who speak Romany and traditionally live by seasonal work, itinerant trade, and fortune telling. Gypsies are now found mostly in Europe, parts of North Africa, and North America, but are believed to have originated in South Asia.

DEVELPOMENT

Back at home, Ana is also thinking about her future. In the following dialogue between Ana and Alex you can know what is she thinking.



Listen to the conversation and read it out loud while you listen to improve your pronunciation.

Alex: Hi Ana, What are you doing?

Ana: I'm reading this **brochure** about professions.

Alex: Do you have any idea of what you want to study?

Ana: Yes, I decided a long time ago. I want to be a lawyer!

Alex: You will be the best lawyer! You're a very dedicated and intelligent person. Besides you can be my lawyer and give me advice any time I need to sign a new contract. Good choice Ana!

glossary

Brochure: (*noun*) a small book or magazine containing pictures and information about a product or service.

04 Mi vida en otra lengua U4.indd 183 10/3/12 1:32 PM

Ana: Tomorrow I **will go** to the university and ask for more information especially about schedules because I'm going to look for a part time job to help my mother with all the expenses. What about you Alex. What are you going to study?

Alex: I **will continue** playing soccer and I **will be** the best soccer player of all times. But at the same time, I want to have a business. Maybe Maria can be my partner and we can start an Internet-café.

Ana: Great! **Will** you **invite** me to have a cup of coffee?

Alex: Well, **I'll have** to think about it. Just **kidding**!

glossary

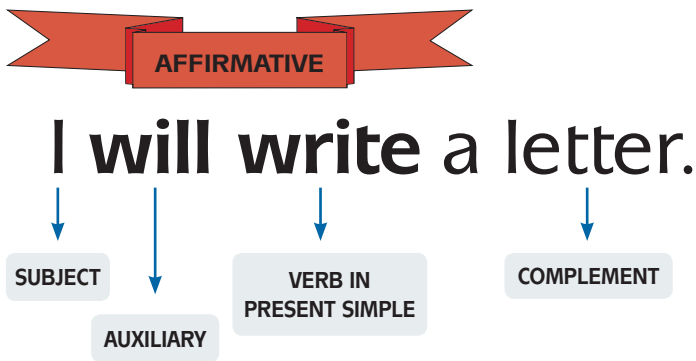
Kidding: (*verb*) (*kids, kidding, kidded*) [*informal*] deceive (someone) in a playful or teasing way: *You're kidding me!*

Pay attention to the words in **bold**. They are all expressing an action that will take place in the future. To talk in a future tense in English you have to use the following form:

Will + verb in present simple

Example: In the afternoon, I **will go** to the cinema.

Look at the following information to learn more about how to use the future tense.



In this structure the subject is **I**, but you can change the pronoun so that it corresponds to the person you are talking about:

I
You
He/She/It
We
They
} + **will write** a letter.

04 Mi vida en otra lengua U4.indd 184 10/3/12 1:32 PM

NEGATIVE

I { won't / will not } write a letter.

SUBJECT — AUXILIARY — VERB SIMPLE PRESENT — COMPLEMENT

While in the affirmative and the negative forms the subject goes before the auxiliary, in the interrogative form you have to put the auxiliary **will** first, followed by the subject.

{ I / You / He/She/It / We / They } + { **will not** / **won't** } write a letter.

INTERROGATIVE

Will you write a letter?

AUXILIARY — SUBJECT — VERB — COMPLEMENT

Will + { I / You / He/She/It / We / They } + write a letter?

04 Mi vida en otra lengua U4.indd 185 10/3/12 1:32 PM

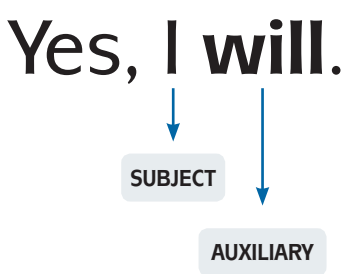
If someone asks you something using this structure (**Will** + pronoun + verb), you can answer in two different ways, according to your decision.

For example, to the question:

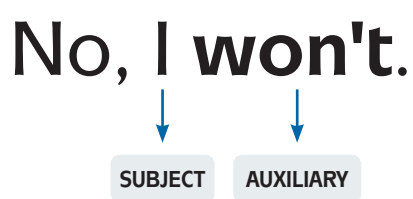


You can give two short answers.

There is a short yes answer:



And there is a short no answer:



See the difference? The power of making someone incredibly happy or terribly sad is in your hands, so make sure you don't give the wrong answer!

Now that you know the consequences it has to speak properly, let's see if you can use the future form.



Write the following sentences in simple future form. Check your answers in Appendix 1.

1. I (be) _____ very happy if you come.

04 Mi vida en otra lengua U4.indd 186 10/3/12 1:32 PM

2. _____ you (come) _____ to my house? No, I _____.
3. They (neg. tell) _____ me the truth.
4. _____ he (marry) _____ her? Yes, he _____.
5. My parents (travel) _____ around the world.
6. Don't worry. I (lend) _____ you some money.
7. Do you think she (get) _____ the job?
8. Ana (arrive) _____ probably _____ arrive at 8 o'clock.

As you must know, talking about the future always means talking about time passing by. In order to do this you need to know different ways of talking about it. There are many time expressions that are used with future tense. Some of them you have already studied, but here are some new ones.

soon later tomorrow next week
in a few minutes next month a year from now
at three o'clock the day after tomorrow
at noon in a little while a week from now



The expression "time passing by" is a synonym of the phrase "as time goes by", which happens to be the name of the theme song from the movie *Casablanca*. Have you seen this famous movie? Have you heard of it before?





It's your turn to start talking about the future. Think of five things you want to do in the near future (next week, in a little while, etc.) and write them down, using the expressions above. This may help you, if not to tell the future, at least to organize it so that you can accomplish your goals and purposes.

Example: **At noon**, I will go to the cinema.

_____

_____

_____

04 Mi vida en otra lengua U4.indd 187 10/3/12 1:32 PM

Now that you have clarified the near future, you can start thinking about things that are even more distant in time. Decide right now six things you want to do in the future.



Write down situations of your personal life that you want to do in a period between now and the next six years. Do you want to study at the university? Do you want to travel? Do you want to study any other language? Think of all the possibilities and start writing them!

Example: In one year I will study French.

1. In one year.
2. In two years.
3. In three years.
4. In four years.
5. In five years.
6. In six years.

glossary

Fate: (*noun*) the development of events beyond a person's control, regarded as determined by a supernatural power: *Fate decided Edipo's life.*

What are you going to do?

The pressure over Maria's shoulders is really big, not only because **fate** is looking pretty black, but because her sister, who is older than her, is already graduating college! Maria's sister **is going to graduate** next Friday. She **is going to invite** Ana

04 Mi vida en otra lengua U4.indd 188 10/3/12 1:32 PM

and Raul's family. She**'s going to call** some of her relatives too. Later today, she *will make* a list of guests and *will write* the invitations. Then she *will plan* the games and the refreshments.

So Maria's parents are always asking her about what she **is going to study**, where she **is going to do** it, what kind of job she wants, and they never seem to stop!

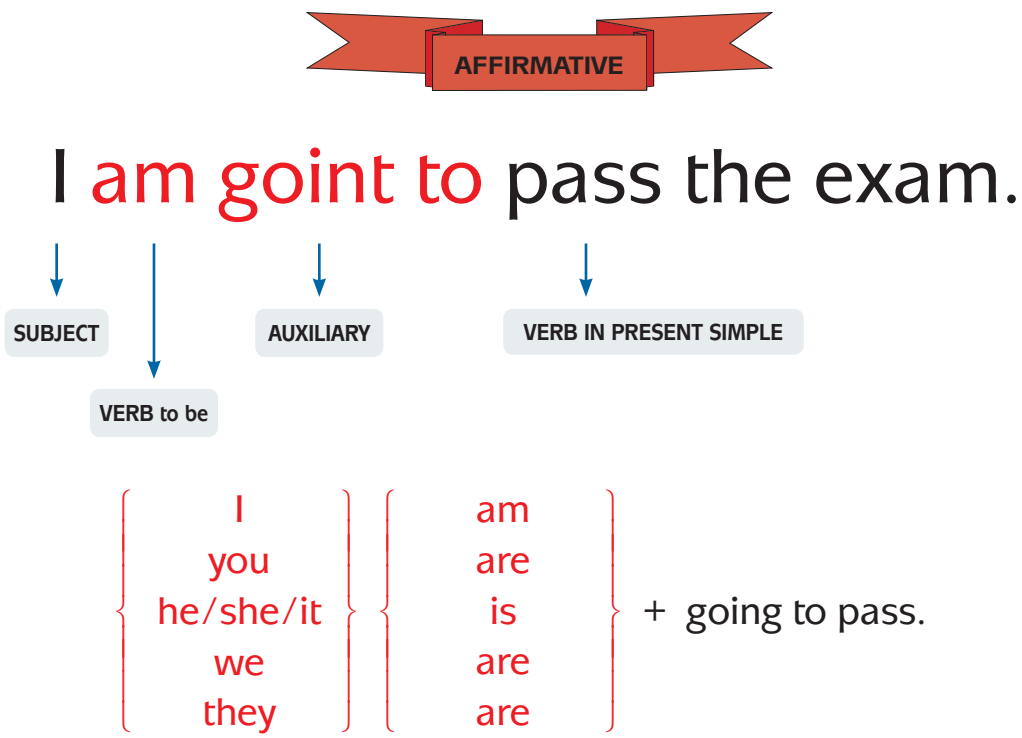
Do you recognize any of the forms that are in the text? Which one? That's correct! You already know how to recognize the future tense with *will*. Underline the verbs you know!

The words in **bold** correspond to another way of talking about the future. The form:

Be + going to + verb in present simple

is probably the most common way to express future actions and it is frequently used when you're talking about intentions. An intention is a plan in the future that you have already thought about.

Example: She **is going to work** in a hospital when she gets her degree.



04 Mi vida en otra lengua U4.indd 189 10/3/12 1:32 PM

NEGATIVE

I am not going to pass the exam.

- I → VERB to be
- am not → NEGATIVE
- going to → AUXILIARY
- pass → VERB IN PRESENT SIMPLE

I	am	+ not going to pass.
you	are	
he/she/it	is	
we	are	
they	are	

INTERROGATIVE

Are you going to pass the exam?

- Are → VERB to be
- you → SUBJECT
- going to → AUXILIARY
- pass → VERB IN PRESENT SIMPLE

While in the affirmative and the negative forms the subject goes before the verb to be, in the interrogative form you have to put the verb to be first, followed by the subject.

If your mother or your father makes you this question, you have two different ways of answering:

For dissapointing your parents:

No, I'm not.

For making them happy:

Yes, I am.

04 Mi vida en otra lengua U4.indd 190 10/3/12 1:32 PM



Change the following future statements from affirmative to negative, interrogative and short yes/no answers. Check your answers in Appendix 1.

1. I'm going to visit my aunt.

   Negative _____

   Interrogative _____

   Yes, _____

2. Ana is going to write a letter.

   Negative _____

   Interrogative _____

   No, _____

3. Alex and Raul are going to play soccer.

   Negative _____

   Interrogative _____

   Yes, _____

4. Raul is going to sing a song.

   Negative _____

   Interrogative _____

   No, _____

5. I'm going to dance with you.

   Negative _____

   Interrogative _____

   Yes, _____

6. They are going to wash their hands.

   Negative _____

   Interrogative _____

   No, _____

Learning strategy

As you can see, there are some contractions you can make to save time. Below you have a summary of all of them to help you.

I am → I'm

You are → You're

He is/ She is/ It is → He's/ She's/ It's

We are → We're

They are → They're

04 Mi vida en otra lengua U4.indd 191 10/3/12 1:32 PM

glossary

Sort: (*noun*) a category of things or people having some common feature; a type: *If only we knew the sort of people she was mixing with.*



With this **sort** of thing you have to practice a lot. Here you have an exercise that can help you do that: write the corresponding questions using the things you already know. Check your answers in Appendix 1.

Example: I decided to repair the car. (Who / help?)
Who is going to help you?

1. I won a lot of money. (What / do with it?)

2. I'm going to a party tonight. (What / wear?)

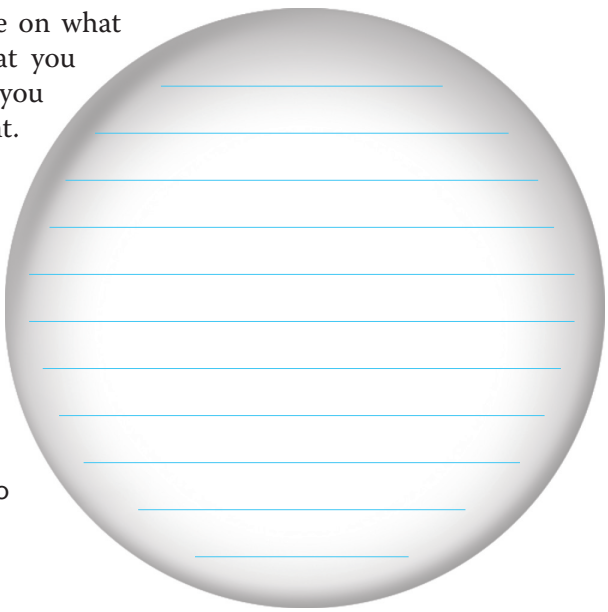
3. She bought a beautiful painting. (Where / hang it?)

4. I've decided to have a party. (Who / invite?)

5. I'm going to make a present. (How / make it?)

6. I organized a meeting in my house. (How many / come?)

Have you ever made questions to the cards or to a fortune teller? Do you believe on what the fortune tells you? Now that you have already practiced, we think you are ready for the next assignment.





In this exercise you have to write five questions you can make to a crystal ball. But, be carefull! If you don't use the correct wh-question and the correct form of *be + going to + verb* she is going to give you the wrong answers to your questions.

You can find an example in Appendix 1.

04 Mi vida en otra lengua U4.indd 192 10/3/12 1:32 PM



Do you know what are you going to do tomorrow? Did the fortune tell you something interesting? Write a paragraph describing six activities that you are going to do tomorrow. Write at what time you're going to do them. The beginning is given. Write in future tense.

After writing it down, check if you have covered the most important aspects. Draw a cross in the box if you have done it. Look for the chart in Appendix 1.

Tomorrow, I'm going to wake up at _____

_____

_____

_____

_____

_____

_____



The use of the future forms such as the ones you are studying right now is really helpful in your daily life. Imagine you have to leave a message for your mother, telling her what you are going to do tomorrow.

Mom, I think I'm not going to see you today so let me tell you my schedule:
I'm going to wake up at _____

_____

_____

_____

_____

_____

_____

_____

How can you know when to use *will* and when to use *going to*? Well it's really simple, even though the difference is almost non: they are both ways to talk about future actions. Check the following box.

04 Mi vida en otra lengua U4.indd 193 10/3/12 1:32 PM

glossary

Out of the blue: (*informal*) without warning; unexpectedly: *She phoned me out of the blue*. This phrase makes reference to a blue, clear sky, from which nothing unusual is expected.

Future forms: will or going to	
Out of the blue!	**It's a plan!**
You use **will + verb** when you decide to do something at the time of speaking that you haven't decided to do before. Example: You look sick. I **will call** the doctor. (you decided at that moment)	You use **be +going to + verb** when you have already decided to do something. Example: Turn on the T.V. I**'m going to watch** the news. (you already decided to watch the TV)



Write the verbs in the correct form using *will* or *be* + *going to*. Remember you use *will* when you decide to do something at the time of speaking and *going to* when you have already decided to do something. Check your answers in Appendix 1.

Example: We don't have any salt. I **will get** some from the shop.

1. I have a terrible headache.

   Wait here and I (get) _____ an aspirin for you.
2. Why are you filling that bucket with water?

   I (wash) _____ the car.
3. I have decided to re-paint the room.

   What color (you / paint) _____ it?
4. There's smoke coming out of the house. It's on fire!

   I (call) _____ the fire department immediately.
5. I don't know how to use this camera.

   It's quite easy. I (show) _____ you.
6. Are you going shopping?

   Yes, I (buy) _____ something for dinner.
7. We don't have any salt.

   (You / get) _____ some from the shop?
8. These clouds are very black.

   I think it (rain) _____.

One of those things that we always say in future tense are promises, isn't that right? Even promises to ourselves. One clear example of these are our New Year's resolutions.

04 Mi vida en otra lengua U4.indd 194 10/3/12 1:32 PM

Every New Year you think or say your New Year's purposes or resolutions. It happens that when the New Year begins you remember them and maybe some of them get done, but others are forgotten.

Have you ever accomplished to do all of your purposes? Half of them? Three? Two? One, maybe? **No?** Don't you worry; here you have a second chance in the year to start all over.



To know more

You should know that statistically only 3% of the people has truly defined goals and this is the group who has most probability of accomplishing their purposes. (http://foros.eluniversal.com.mx/entrevistas/detalles/19009.html).



Imagine you're in New Year's Eve with your family eating your 12 grapes. You're thinking about the things you want to do next year. Write one purpose or thing you want to do with your: family, studies, social relations, religion, health and wellbeing. Use "next year" or expressions in future time and use "will" or "going to".

Example: (Family) Next year I will have a better communication with my parents.

1. (Family) _____
2. (Studies) _____
3. (Social relations) _____
4. (Religion) _____
5. (Health and wellbeing) _____



Tomorrow I'm chatting with my girlfriend!

In Unit 1 you studied the present progressive tense. Do you remember when to you use present progressive? Present progressive describes an action that is happening at a present time.

04 Mi vida en otra lengua U4.indd 195 10/3/12 1:32 PM

Learning strategy

If you need to refresh this information, look at section 1 of unit 1 from this book.

Example: I am eating my food.

The present progressive form can also be used in future when you're talking about arrangements. An arrangement is a plan for the future that you have already thought about and discussed with somebody else.

Example: Ana **is coming** tomorrow to the meeting.

Is coming is present progressive but *tomorrow* gives us an idea of future. So the sentence expresses a plan for the future. You can express a future idea using present progressive if you use an appropriate **future expression of time**.



Complete the following sentences using present progressive form. When you finish, read the sentence out loud and you'll see that it expresses an idea in future. Check your answers in Appendix 1.

1. _____ (you / visit) _____ your parents next year?
2. Come to my house next Friday. I _____ (have) a party.
3. She _____ (not come) with me tomorrow.
4. They _____ (leave) early in the morning.
5. _____ (he / go) to school next week?
6. I _____ (stay) home for a weekend.
7. My brother _____ (not call) us next Christmas.
8. _____ (we / spend) a week with my grandparents?
9. Alex _____ (play) soccer next Sunday.
10. Ana _____ (meet) the director in the evening.



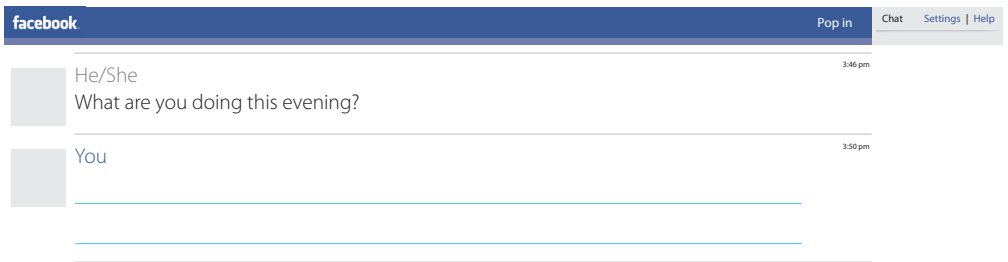
Ask your assessor in the Centro de Servicios para Preparatoria Abierta: What are you doing… this evening? / tomorrow night? / next Saturday? / next week? Write your questions and answers on the lines below.

04 Mi vida en otra lengua U4.indd 196 10/3/12 1:32 PM

Imagine there's a guy/girl you really, really like. Now imagine that she or he is from Barbados, an English speaking country. The only way you have to communicate is Facebook chat.



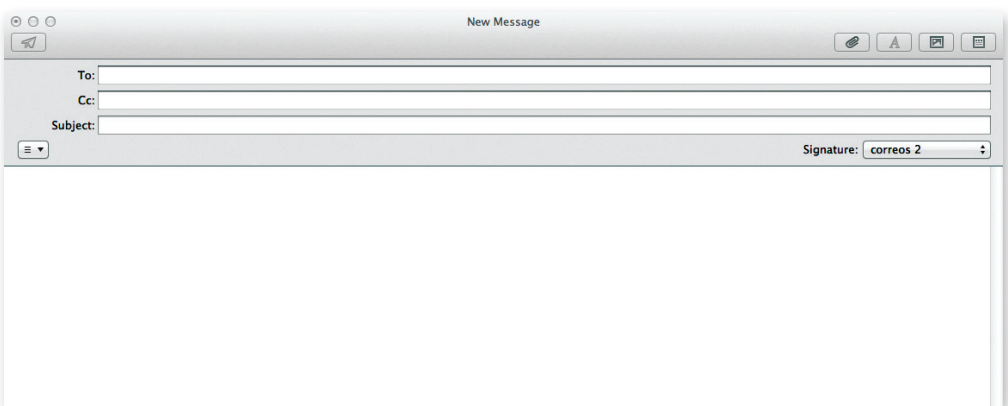
Fill in the missing information asking her the proper questions such as: What are you doing… this evening? / tomorrow night? / next Saturday? / next week?



Think of the things you want to know about her/him and the things you want to tell her/him about you, and good luck!



Imagine you and your family are planning your next summer vacation. Write an e-mail trying to convince your best friend's parents to give him or her permission to go with you. Give as much information as possible to convince them such as: When and where are you going?, who is going with you?, how are you going there?, where are you staying?, how long are you staying?, when are you coming back?, how much are you going to spend?, etc. Use future time expressions and remember you can use all the information you gathered until now. Remember to keep your work in your portfolio of evidences. It can help you to see your progress in your writing skills. Send your e-mail to your assessor in the Centro de Servicios para Preparatoria Abierta and ask him/her to correct it. Compare your e-mail with the one in Appendix 1.





Did you know that the famous singer Rihana is from Barbados as well? Even though she moved to live to U.S.A. when she was just 16, she adores her country and she goes back wherever she can!

04 Mi vida en otra lengua U4.indd 197 10/3/12 1:32 PM

SECTION 2 Would you like a career?

The whole of life, from the moment you are born to the moment you die, is a process of learning.

Jiddu Krishnamurti

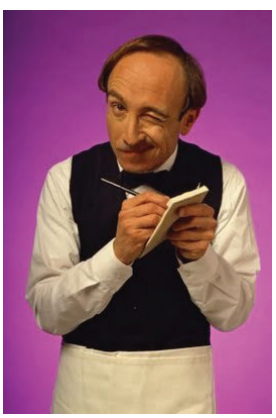
You are working on using the grammatical notions and vocabulary described in this unit, in an autonomous and perseverant way to express in oral and written way plans about future objectives in a disciplined and responsible manner.

Eating and making plans

Just like you, Ana, Raul, Alex and Maria are talking about their future plans. They are so excited talking about all of their plans that the waiter is **having a hard time** taking their order:

Ana: I **would like** a hamburger and a large order of French fries.
Maria: **Would** you **like** a salad? I think I will order a small one.
Alex: That sounds delicious. What dressing **would** you **like**? Thousand Island, Italian or French?
Maria: You choose.
Raul: I think I'm going to order the same as you, but I **would** also **like** a soda.
Maria: By the way Ana, Alex told me you **would go** to the university tomorrow to ask for information about a career.
Ana: Yes, I think it's time to make a decision about my future. I **would like** to know more about getting my law collage degree. That's why, tomorrow, I will go to college to look up for more information about this career. I am also going to look up in the newspaper for a part time job. If I start to work I will save money to buy my computer. I think I'm going to need it once I'm at the University. What about you, Maria? Are Alex and you going to be partners in the Internet-coffe?
Maria: I never thought Alex would ask me to be his partner. That sounds great! I'm planning to study a technical career, maybe Technical in computers or something like that. What about you Raul? I bet you will be a musician or something similar.
Raul: Oh no, I'm too young for this. First I need to finish my high school. In fact, I don't know what to do or study.
Ana: Maybe it's time you go with a career counselor or adviser. They can help you if you don't know what to study or if you're in doubt.
Alex: Hey, I need one that can help me with my business.
Maria: By the way Ana, you don't need to look for a job in the newspaper; it's easier if you do it by Internet sites. I **would be** pleased to help you.
Ana: Thank you. You three are the best friends anyone **would like** to have. Now let's eat!

glossary
To have a hard time doing something: to have difficulty doing something.



04 Mi vida en otra lengua U4.indd 198 10/3/12 1:32 PM

Now that you have already worked the previous units, it's possible that you are able to order something to eat when you are in a restaurant. Let's see of you can, complete the following dialogue:

Waiter: What _____ you like to order?

You: I _____ a hamburger please.

Were you able to do it? No? Don't worry! In this section you will still work in future functions but you will increase your knowledge learning the proper use of the modal verb *would* and wh- questions. You will also learn to talk about trades and professions and you will establish short, medium and long-term goals.

Pay attention to the words in **bold** in the dialogue between the four friends. Do you see what they have in common? That's right, they all have the same word!

Would is a modal verb and it is used in different ways. But don't worry; it's not that difficult to see the different ways of using it. Read the following information.

Description	Example
• Would is the past of will. • Would is used to express future but in past. • Would is used to express repeated or habitual actions in the past. • Would is used as a conditional form using *if*. • Would is used to order or offering something.	• He will go. He would go. • He said he would go tomorrow. • When he was a kid, he would always go to the beach. • If he didn't have a headache, he would be at the party. • What would you like to eat carrots?* • Would you like a glass of water? * As you can see in this case *would* is used with a wh-question. You first put the question and then the verb. Would + noun/pronoun + verb …



Circle the correct answer for each sentence. If the sentence is a past action that expresses a future one then choose *would*. If not, then use *will*. Check your answers in Appendix 1.

1. John was a great speaker. He (would speak / will speak) for hours and hours.
2. I (would spend / will spend) hours playing golf because I love it.
3. What a lazy boy. He (would sit / will sit) there for hours playing video games.
4. She (would read / will read) a book every week. It was a habit she had.
5. Whether we liked it or not, they (would always arrive / will always arrive) at four o'clock.
6. Mary is lucky. She (would win / will win) anywhere.
7. My parents (would repeat / will repeat) the same things again and again.
8. She loved cooking. She (would help / will help) me to prepare every meal.

04 Mi vida en otra lengua U4.indd 199 10/3/12 1:32 PM



What would you do if you won the lottery? Write five complete sentences saying what you would do. The beginning is given. Compare your sentences with the examples given in Appendix 1.

If I won the lottery I _____



Practice your speaking. Imagine you're in a coffee shop. You are the waiter / waitress and you have to attend a costumer. You take your customers order. Write down four questions asking: What he/she wants to eat, to drink, if he/ she wants a soup or a salad before his / her meal or if he wants anything else. Start your dialogue asking: What would you like to eat? with complete sentences.

Once you have written them, record yourself making those questions out loud. Take the record of your pronunciation to your assessor to see how much have you improved.



It's a sure thing that you have a lot of dear friends with whom you are just the way our four characters are. Have you ever made a nice dinner for them? Well, now is your chance! You can invite them for dinner and ask them to help you with your speaking abilities. You have to take your customers order. Ask at least four questions: What he/she wants to eat, to drink, if he/ she wants a soup or a salad before his / her meal or if he wants anything else. Start your dialogue asking: What would you like to eat? So be the perfect entertainer and good luck!

I would like a part time job!

As promised, Maria is helping Ana looking in some job web sites for positions in which Ana can apply to. This are some advertisement they are reading:

04 Mi vida en otra lengua U4.indd 200 10/3/12 1:32 PM

Prestigious law firm is looking to hire an Office Assistant / Administrative Assistant to help with filing, copying and faxing for multiple departments. This is a dynamic position for the Office Assistant who is organized and committed to the profession. The ideal Office Assistant will be able to operate basic office equipment, complete general office work, sort and route incoming materials, etc. Additionally the position may require computer and data entry skills.
Experience not required
Part time
Age from 18 to 30 years old
Male of Female
High School degree or Technical career required
Looking to hire immediately.
e-mail your resume to hr@companiesnames1.com.mx
<http://www.empleolisto.com.mx/register?src=MX_GA_CPASearch_Candidates_Buscar_Trabajo>.

Student Transportation of America, Inc. is seeking an experienced diesel mechanic to support school bus operations. Job duties include:

- Perform thorough, accurate PM inspections
- Follow company required schedules and complete all required PM maintenance operations including lubrication, fluid changes, brake adjustment, and tire rotation
- Perform unscheduled maintenance as needed and directed by supervisor
- Perform operations including engine, electrical, fuel, brake, and exhaust repairs and field tests
- Perform emergency roadside services as needed
- Document repairs and parts on work orders completely and accurately
- Maintain tools and work place so that shop conditions are neat and orderly.

This position requires a High School Diploma or equivalent supplemented by specialized vehicle and equipment repair courses applicable to diesel bus or truck maintenance and repair. At least two (2) years experience as a mechanic in an automotive, school bus, trucking or heavy equipment environment, or any equivalent combination of education and experience.

Apply in person or send your resume to: Student Transportation of America, Inc. Santa Anita de la Bolsa # 3567, col. Jiménez Cantú 54098.

<http://www.computrabajo.com.mx/>.

A Seattle educational institution is looking for an interim Human Resources Manager. Job duties will include, but are not limited to: recruiting, running reports in the HR system, working with an ATS (applicant tracking system), posting job descriptions, scheduling interviews, conducting reference checks and background checks, providing excellent customer service to applicants and internal employees, assisting the payroll

(*Continues...*)

04 Mi vida en otra lengua U4.indd 201 10/3/12 1:32 PM

(*Continuation...*)

and benefits administrator, employee and labor relations, handling personnel files, providing strategy and problem solving strategies, and all other administrative tasks and projects as they arise

Ideal candidate will have 5+ years of HR experience, be detail-oriented, organized, have HR experience, and be extremely proficient in Microsoft Office products.

If you're interested send your curriculum to HR@gmail.com

<http://acciontrabajo.com.mx/>.

Which of the three adds do you think is the best option for Ana? Why? Have you ever look for job interviews online?



Look out in Internet sites or in the newspaper for a brief newspaper advertisement. Cut it and paste it here. Is it a job you're interested in? Why? Are you qualified for it? Write down the advertisement in English.

Ana thinks that the first advertisement is what she's looking for. The firm is looking for a person, male or female, with High School degree and she's about to finish. She's 18 years old. She works as an Office Assistant in a law firm. That gives her experience while

04 Mi vida en otra lengua U4.indd 202 10/3/12 1:32 PM

she starts studying her career. Ana decides to send her resume or curriculum to the law firm and hopes she can have an interview in Human Resources.

This job requires an *assistant*, male or female. The word assistant can be used for both, man or woman. But there are some jobs or occupations that are spelled and said in a different way depending on if you are referring to a man (masculine) or a women (feminine).



Write the correct male and female word in each column. Some words can be used for both. Write them on the column that says "both". Check your answers in Appendix 1.



barber actor businessman waiter policeman steward stewardess
actress policewoman hairdresser businesswoman president assitant
cashier clerk director manager typist secretary

Male	Female	Both

04 Mi vida en otra lengua U4.indd 203 10/3/12 1:32 PM

Male	Female	Both

Do you remember that Ana once said that she was going to look for a part time job? A part time job is when you do not work in a complete shift, that means that you only work for (4) hours a day. This schedule fits very well to students because they can work in the morning and study in the evening or vice versa. A full time job means you work 8 hours a day. It's very difficult to have a full time job and a part time the same day. Some people do it to earn more money.

Fortunately, Ana and Maria found this add in which a professional career is not necessary. They also read some ads looking for people who had experience in a particular trade. What is the difference between a trade and a profession?

A trade is an occupation that requires a course, a little bit of training or a certification. It's often related with manual or mechanical skills. Example: baker, bricklayer, hairdresser, etc.

A profession is a specialized knowledge and it often requires a long and intensive academic preparation that gives you a college degree. Example: Engineer, Doctor, Lawyer, etc.



Complete the following crossword puzzle using the description of some trades. Check your answers in Appendix 1.

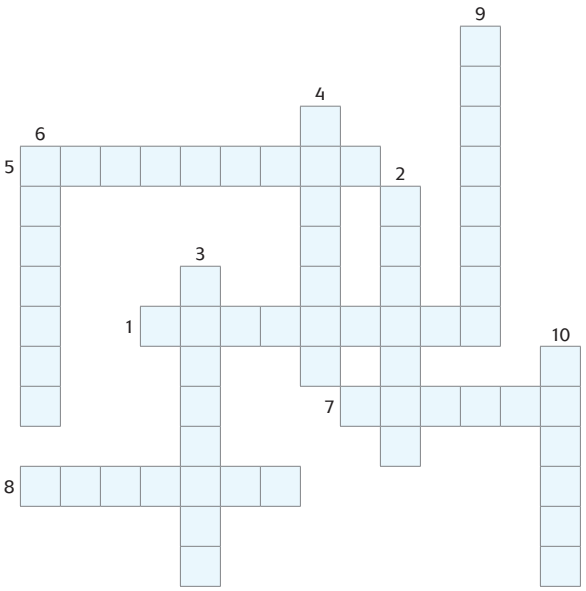
Across

1. A skilled worker who makes, finishes, and repairs wooden objects and structures.
5. A man who is member of a police force.
7. One who serves at a table in a restaurant.
8. A person, usually a man, whose job is to put out a fire.

Down

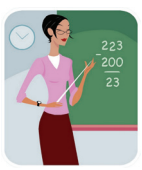
2. A man who carries and delivers mail.
3. A man whose job is to sell things, especially directly to shops or other businesses.
4. Someone who paints walls, doors, and some other parts of buildings as their job.
6. A person whose job is to connect and repair things such as water and drainage pipes, baths, and toilets.
9. One who works in or tends a garden for pleasure or hire.
10. One that drives, as the operator of a motor vehicle.

04 Mi vida en otra lengua U4.indd 204 10/3/12 1:33 PM





Write on the line the best vocabulary word that describes each profession. Check your answers in Appendix 1.

mathematician 	dentist 	journalist 
veterinarian 	archaeologist 	biologist 
lawyer 	psychologist 	engineer 
	architect 	

04 Mi vida en otra lengua U4.indd 205 10/3/12 1:33 PM

1. A _____ is a qualified person to treat sick or injured animals.
2. A person who gives advice to people about law and represents them in a court is a _____.
3. An _____ is a person who designs buildings.
4. Qualified person to treat and examine people's teeth is a _____.
5. An _____ uses scientific knowledge to design, construct and maintain engines, machines or structures like bridges.
6. A person trained in the study of numbers and calculations is a _____.
7. A _____ is the one who studies humans, plants, animals and the environment in which they live.
8. Writer or editor of news media is a _____.
9. A _____ studies the mind and behavior of a person.
10. An _____ is an anthropologist who studies prehistoric people and culture.

My goal: a computer!

Do you remember that Ana said she wanted to look for a job and save money to buy a computer? This can be a short or medium term **goal** or **purpose**. There are short, medium or long-term goals. The achievement of a goal depends on the situation you are living in, on if it's something possible to do or have or if it is something almost impossible to commit, but most of all this things depends on the courage, will and attitude to do it. There is no rule of time in achieving a goal, but more or less this is the way a short, medium and long-term purpose can be done.



A short-term can be done in fewer than two months.

A medium term goal can take from three months to three years to achieve. Medium term goals can be achieved if you have worked and done short term ones.

A long-term goal requires three or more years to get it. This goal can be reached with the work and dedication of medium and short-term goals.

Ana's purpose depends on how much she earns in her job, how much she saves every month and how much the computer, that she wants, costs. If she considers these things and is constant and careful, she will feel a great satisfaction at the end

04 Mi vida en otra lengua U4.indd 206 10/3/12 1:33 PM

if she buys her new computer with the money she earned from her work. The most important thing is to have a goal to achieve and work on it. To reach it or not reach it depends in your attitude!



What would you like to do in a short, medium and long term? Write three things for each term. Be realistic and use expressions of time in future.

Example: (short goal) When I finish college I will look for a full time job and save the 7 % of my salary.
(medium goal) In two years I'm going to study a master degree and apply for a bank credit to start my own business.
(long term goal) In five years I will start my own business, marry and have two children.

Short term goals:

Medium term goals:

Long term goals:

04 Mi vida en otra lengua U4.indd 207 10/3/12 1:33 PM

SECTION 3 Life project

You are never to old to set another goal or to dream a new dream.

C. S. Lewis

Getting ready!

You are working on using the grammatical notions and vocabulary described in this unit, in an autonomous and perseverant way to express in oral and written way plans about future objectives in a disciplined and responsible manner. You are also working on expressing in an oral and written way about plan for future goals in a disciplined and responsible way.

In this section you are going to establish your personal life project and think about which are the best options you have in both your personal and professional area. You will be able to use all the vocabulary that you learned throughout each unit, as well as the grammatical structures in past, present and future forms.



Ana was happy because she received an e-mail making a confirmation for an interview in the law firm. Many plans and goals she is thinking of depend on if she achieves to get the job or not.

What to wear in her first interview? The first impression is very important. She decided to wear nice yellow dress, black high- heeled shoes, long silver earrings, a bracelet that her mother gave her as a birthday present when she was 15 and a little make up. She felt nervous and excited because this was a great opportunity in her life and whatever happened in that interview, would change her life.

She arrived ten minutes before the appointment. Being punctual is a very good habit that is taken in consideration in any place, especially in your first interview. Getting on time is also a sign of respect to other's activities or time.

The receptionist introduced her to the Human Resource Manager, a man of about 40 years old, very well dressed with a black suit, white shirt and a red tie that made him look handsome. He was smiling to Ana when they shook hands. That gave Ana a little bit of confidence and made her feel nice.



Read and listen to the following dialogue between Ana and the **Human Resources Manager**.

glossary

Human Resources Manager (HRM): is the person which function within an organization focuses on recruitment of, management of, and providing direction for the people who work in the organization.

HRM: Good morning lady. Please take a seat.

Ana: Thank you very much.

HRM: Thank you for applying for the job. I see you're very young so my doubt is, why do you want to start working and not studying?

Ana: No, it's not like that. I'm going to continue studying. In fact I want to be a lawyer. I want to start working because that way I can help my mother with the



04 Mi vida en otra lengua U4.indd 208 10/3/12 1:33 PM

expenses. This is a great opportunity for me because I can work in the morning and study in the afternoon or vice-versa.

HRM: All right Ana. In this firm, we're interested in the experience of the employees, but most of all we're interested in the person. What I'm trying to say is that we like to know very well the person we're going to hire. I'm going to make you many questions about your past life. Also, I'm going to ask your interests and pastimes, and finally I want you to answer me your life project, this is, the way you would like to be in the future in your personal and professional area. Be sincere, feel confident and I want you to answer with the complete truth. Any question, Ana?

Ana: No, not at all.

HRM: Are you ready?

Ana: Yes, I am.

These are the questions that the HRM asked Ana about her, her family and studies:

1. What's your name?
2. Where were you born?
3. How old are you?
4. Where do you live?
5. Who do you live with?
6. Do you have brothers or sisters?
7. Where did you study?
8. Did you study any particular course?
9. Do you know how to use a word processor and Internet?
10. How many languages do you speak?

This is the way Ana's answer the questions.

My name is Ana García Rendón. I was born in Jalapa, Veracruz on 18th May 1994. I'm only child and I'm eighteen years old. When I was four, my father had a good job opportunity here in Mexico, so my parents decided to come to live to the city. At the present time I live with my mother.

My father died four years ago as consequence of an incurable disease. I studied at Adolfo López Mateos elementary and middle high school. I have very good memories of my childhood in that school. I finished middle high school in 2008, but I didn't start immediately high school because my father got sick.

I quit my studies and helped my mother with housework while she attended my father and looked for a job to earn money so she could afford the expenses of the house and the sickness of my father.

At that time, I took a computer course to learn how to use a word processor, Internet and social networks. When he died, I enrolled to an "open school system" to study high school. I'm about to finish. Actually, I'm studying English.

04 Mi vida en otra lengua U4.indd 209 10/3/12 1:33 PM



Write about your past life. Answer the questions above and take Ana's answers as an example but don't copy. This is for you. Write in past, past progressive, present or present progressive when necessary. Use expressions of time when necessary, dates, names of your parents or family, etc. Remember to keep your work in your portfolio of evidence. It can help you to see your progress in your writing skills.

Tell us more about you…

The interview continued and Ana answered questions about her interests, emotions, family relations, pastimes and studies.



1. What things do you like and dislike about you?
2. Which is your favorite pastime?
3. How is the relation with your family? With your friends? With your boyfriend?
4. Do you believe in God?
5. Do you consider yourself a healthy person?
6. Are you responsible and studious?

What I like about me is that I'm very sure of myself and perfectionist. I like to listen to people and help them. I'm honest I don't tell lies and I like to study a lot. I don't like to be afraid that something won't work out as I planned it, I don't like when people tell me lies and I don't like to fail in anything. As I am a perfectionist person, I don't like to make mistakes.



My favorite pastimes are reading, going to museums and listening to classical music. I don't have a boyfriend because I'm very shy; I'm romantic but not so sociable. I only have three best friends whose names are Maria, Alex

04 Mi vida en otra lengua U4.indd 210 10/3/12 1:33 PM

and Raul. The relation with my mother is really nice, although we sometimes have misunderstandings, she's the most important person in my life.

I believe in God but I stopped going to Church as I used to do in my childhood, when my father died. Maybe because I don't understand why he had to die if he was an excellent friend and father. I miss him a lot. I consider myself a healthy person, although I don't like to do exercise. I'm a little bit overweight, but not too much. I'm very responsible and studious. As I said before, I demand a lot to myself because I don't like to recognize when I make a mistake.



Now you answer the same ten questions that the HRM asked Ana with information about yourself. As you can see, these questions have to do with interests and relations in present. Write the answers in present and present progressive. Use expressions of time if needed and if you're a boy answer about your girlfriend.

1. What things do you like and dislike about you?

2. Which is your favorite pastime?

3. How is the relation with your family? With your friends? With your boyfriend?

4. Do you believe in God?

5. Do you consider yourself a healthy person?

6. Are you responsible and studious?

At the end write down all your answers in a paragraph. Have you notice that you are writing your autobiography? Keep the results of your work in your portfolio of evidence.

04 Mi vida en otra lengua U4.indd 211 10/3/12 1:33 PM

What would you like to improve?

The HRM is interested in what Ana expressed. Now he's asking questions on areas in which Ana can improve in her personal life.

1. What would you do to improve the things you don't like about you?
2. What would you do not to have misunderstandings with your mother?
3. What can you do to be more sociable?
4. What do you need to do to attend to Church on Sundays as you did in your childhood?
5. What do you need to do to lose weight?

About myself, I would like to be more flexible and not so strict. I'm going to start working this from now on. I'm very responsible, but I need to be less strict and trust more in other persons.

About my mother, I'm going to be more patient and tolerant with her when we have a discussion. I will share more time with her talking and sharing with her my experiences.

About my social relations, I think it's going to take a little bit of time, but if I start going to parties and talking to other people, this will be a good beginning to avoid being so shy. This will help me to be more sociable when I'm in front of people. If I'm going to be a lawyer I need to work harder in this area.

About my beliefs, I believe in God, but I think I'm going to talk with a priest or a psychologist so he can help me accept my father's death.

About my health, I'm going to start doing exercise 30 minutes every day and in one month loose at least one kilo.

In my studies I feel confident, maybe the only thing I'm going to change is to respect other people's ideas and try not to persuade them to do what I want.



In this unit you have been writing about yourself and your future to make your life project. Now write two things you would like to do in a short term **with your family**, your social relations, beliefs, health and studies. Use "will", "would", "going to", and expressions of time to indicate future actions and be sincere. This is for you, for your personal life project. Remember to keep your work in your portfolio of evidence. It can help you to see your progress in your writing skills.

Myself:

1. _____

04 Mi vida en otra lengua U4.indd 212 10/3/12 1:33 PM

2. _____

My family:

1. _____

2. _____

My social relations:

1. _____

2. _____

My beliefs:

1. _____

2. _____

My health:

1. _____

2. _____

My studies:

1. _____

2. _____

Up to this point Ana felt very confident of what she was saying. As a matter of fact, nobody before had made her think about her life and goals to achieve in different areas around her. She was curious of what was coming.

HRM: Ana, I want you to tell me about your dreams. Yes, your dreams in medium and long terms. Please tell me how you think you're going to be in two, five and in ten years from now. Think of all the areas we have been talking about and take your time to answer.

This is what Ana answered:

In two years: I will be studying my second year in college. I will keep working, in fact, I will save money to buy a used car. I'll study another language, maybe French. I will invite my mother to a trip to a beautiful beach like Cancun. I want to be happy and make other people happy, especially my best friends Maria, Ana and Raul.

In five years: In five years I will be a lawyer! To improve my studies I will study a master degree. I'm going to work hard and earn enough money to give a deposit to buy a new house. I'm going to be more sociable and fall

04 Mi vida en otra lengua U4.indd 213 10/3/12 1:33 PM

in love with a handsome boyfriend. Maybe Alex could be my boyfriend. I will have a better position in my work, so I will save money to go on a trip to the United States.

In ten years: I'll be independent. In ten years I will have my own law firm. I will be studying a PhD. I think I would like to get married by the Church and then have one or two babies, but no more. I will have my own house without debts and a new car. In ten years I would like to travel to Europe with my family. I will visit the doctor regularly to be in good shape and to prevent any disease. For that time I will be a middle adult, so I will do anything to be healthy.



In previous activities you have been writing about what you want do in the future. You have almost finished. Write five or seven things you think your life will be in two, five and ten years. Also imagine how your life would be if you were a senior adult. Remember to keep your work in your portfolio of evidence. It can help you to see your progress in your writing skills.

In two years I

In five years I

In ten years I

04 Mi vida en otra lengua U4.indd 214 10/3/12 1:33 PM

As senior adult I will

CLOSING

How do you feel writing about your dreams, projects, wishes and desires?



Read the following text written by Steve Jobs. Enjoy the reading.

Stanford Report, June 14, 2005

'You've got to find what you love,' Jobs says

This is a prepared text of the Commencement address delivered by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, on June 12, 2005.

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped

(Continues...)

04 Mi vida en otra lengua U4.indd 215 10/3/12 1:33 PM

(*Continuation...*)

out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a $2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

04 Mi vida en otra lengua U4.indd 216 10/3/12 1:33 PM

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the worlds first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

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04 Mi vida en otra lengua U4.indd 217 10/3/12 1:33 PM

(*Continuation...*)

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Available: <http://news.stanford.edu/news/2005/june15/jobs-061505.html> [Consult: 24/07/2012]

If you can look at the video in Internet.

From the text that you read about Steve Jobs, write the correct answer for each question. Check your answers in Appendix 1.

1. How many stories did Steve Jobs tell of his life in his speech? Which are them?

2. What does he speak about?

3. Did he finish his college studies?

4. Name two companies that Steve Jobs created.

04 Mi vida en otra lengua U4.indd 218 10/3/12 1:33 PM

Steve Jobs gives a message at the end of each story. Cross out T if the statement is true or F if it's false.

5. You can't connect dots looking forward. You can only connect dots looking backwards. (T) (F)
6. Love what you do. Keep looking, don't settle. (T) (F)
7. Death is the destination we all share. (T) (F)
8. Stay hungry, don't stay foolish. (T) (F)

To finish

In this chapter you will find some links to do exercises on line in case you have an Internet connection. If not, don't worry; do the exercises that are in this chapter and check your answers in Appendix 1. If you have Internet connection and also want to do the exercises given here, much better.

To reinforce your knowledge...

Visit the following web page and solve the exercises proposed: <http://www.englisch-hilfen.de/en/exercises/tenses/future.htm>.



Will or going to. Write will or going to to complete the following sentences. Check your answers in Appendix 1.

1. The flight _____ (leave) at 10 o'clock.
2. Look at those clouds! I think it _____ (rain).
3. I'm hungry. I _____ (make) a sandwich.
4. I know he _____ (be) very successful.
5. Ana _____ (meet) Maria tomorrow afternoon.
6. I promise you I _____ (finish) my homework soon.
7. When _____ (you / visit) me next year?
8. Who do you think _____ (win) the next elections?

To reinforce your knowledge...

Visit the following web page and solve the exercises proposed: <http://www.isabelperez.com/happy/tenses/going.htm>.



Going to. Write complete sentences using going to and think about the ending. Check your answers in Appendix 1.

1. I / work

_____

04 Mi vida en otra lengua U4.indd 219 10/3/12 1:33 PM

2. You / dance

3. It / rain

4. They / ask

5. He / stay

6. We / speak

7. I / give

8. She / try

To reinforce your knowledge...

Visit the following web page and solve the exercises proposed: <http://www.englishexercises.org/makeagame/viewgame.asp?id=4339>.



Would. Complete the following sentences using would. Check your answers in Appendix 1.

1. _____ you _____ (like) some coffee?
2. He _____ (like) to help us.
3. I _____ (prefer) to stay home.
4. I think it _____ (be) correct to let them know.
5. _____ you (please) stay here?
6. I _____ (do) it if I could.
7. He _____ (not trust) in what he said.
8. You _____ (make) a great favor.

It's your turn

Now it's time you write your personal and professional project. Take as example the answers that Ana gave. Write in future time and use as many expressions of

04 Mi vida en otra lengua U4.indd 220 10/3/12 1:33 PM

time as possible. Gather all the information you need for planning your future: university brochures, Internet web sites, go ask your assessors, talk with your parents or someone you trust that has experience on making plans. The point of doing all this is for you to be prepared for the next step in your life. And remember, sky is the limit when you are planning.

Begin.

a) Put a title to your work. We suggest you to name it "My life project".
b) Before writing you have to think about the aspects you want to include in your work. Take in consideration your goals, your personal and social relations, your professional objectives and everything you want for the future. Make sure you pay attention to the information you have collected.
c) Now you are ready. In a paper or in a word processor write down your ideas and order them by aspects you want to include in your work to have a logical writing.
d) Write.
e) Check that you have applied the grammatical notions that you learned throughout this unit: future tense (will/going to), expressions of time, wh-questions, regular and irregular verbs, auxiliary verbs like would.
f) Check that you used words related to: jobs, business, pastimes, health and wellbeing, celebrations and traditions, stages of life, numbers and dates.
g) Look for the evaluation to this activity in Appendix 1 and assess yourself.
h) Once you have covered all the previous steps keep the result of your work in your portfolio of evidence. After you have done this go to the Centro de Servicios de Preparatoria Abierta and ask to your assessor to check your project with you, so that you can make sure you've attended all the aspects.



You can find the entire speech President of Liberia Ellen Johnson Sirleaf gave to the Harvard alumny in the following link: <http://news.harvard.edu/gazette/story/2011/05/text-of-ellen-johnson-sirleaf%E2%80%99s-speech/>

May the dreams of your past be the reality of your future.
If your dreams do not scare you, they are not big enough.

Ellen Johnson Sirleaf

Assess yourself

1. What I liked most of the unit:

2. What I found difficult:

04 Mi vida en otra lengua U4.indd 221 10/3/12 1:33 PM

3. What I didn't like:

How do you feel in these areas? Cross out the one that corresponds the way you feel about them.

	☺ Very good	😐 Good	☹ Regular
Grammar			
Vocabulary			
Listening			
Reading			
Writing			
Speaking			

04 Mi vida en otra lengua U4.indd 222 10/3/12 1:33 PM

Am I ready?

Cross out the correct answer for each statement or question. Check your answers in Appendix 1. Add one point for each correct answer. Check your score at the end of the evaluation.

1. In an hour I _____.
   a) finished
   b) will finish
   c) was finishing
   d) will finished

2. Two weeks ago I _____ you the present.
   a) gave
   b) will give
   c) am giving
   d) give

3. _____ I was sleeping, my mother was cooking meal.
   a) How
   b) Where
   c) Which
   d) While

4. I was studying _____ someone knocked at the door.
   a) while
   b) when
   c) who
   d) where

5. Did you _____ well last night?
   a) sleeped
   b) sleeping
   c) slept
   d) sleep

6. We _____ your wallet on the floor.
   a) didn't saw
   b) didn't seeing
   c) didn't see
   d) didn't to see

7. Which group has a mistake in past tense?
   a) fought, wear, drank
   b) bet, hit, cut

05 Mi vida en otra lengua Apendices.indd 223 10/3/12 1:38 PM

c) read, taught, sang
d) made, took, wrote

8. I _____ to pay the rent last week.

a) forget
b) forgot
c) forgetting
d) am forgetting

9. She _____ on her new project.

a) working
b) am working
c) are working
d) is working

10. Which is the correct question form?

a) Is she planning a trip.
b) She is planning a trip?
c) Is she planning a trip?
d) She is planning a trip.

11. The turtle is _____ animal in the world.

a) the slowest
b) slower
c) the slower
d) slowest

12. Your ice cream has _____ toppings _____ mine.

a) than ----/----less
b) least / than
c) less / --than
d) than / least

13. Please, come with _____.

a) I
b) me
c) he
d) they

14. Jackie and Mónica are working together. Why don't you join _____?

a) me
b) us

05 Mi vida en otra lengua Apendices.indd 224 10/3/12 1:38 PM

c) her
d) them

15. Which group of words doesn't have a plural form?

a) girls, tooth, desks
b) babies, pants, toys
c) copies, chairs, pens
d) feet, jeans, wives

16. Why are the _____ crying?

a) childrens
b) child
c) children
d) childs

17. _____ wine do you want?

a) How many
b) Any
c) Some
d) How much

18. _____ bottles of wine do you want?

a) How many
b) Any
c) Some
d) How much

19. You don't have _____ apples.

a) some
b) any
c) an
d) a lot

20. Please, bring me _____ bread.

a) some
b) any
c) an
d) a lot

21. I _____ come back tomorrow.

a) am going
b) am

05 Mi vida en otra lengua Apendices.indd 225 10/3/12 1:38 PM

c) will
d) would

22. I _____ help you.

a) won't
b) am not
c) am not going
d) wasn't

23. Last week I _____ off the lights.

a) don't turn
b) didn't turned
c) didn't turn
d) doesn't turn

24. In the future, nobody _____ believe you.

a) are going to
b) is going to
c) will going to
d) am going to

25. How many friends _____ come?

a) going to
b) is going to
c) will going to
d) are going to

26. Who _____ screaming?

a) was
b) would
c) did
d) will

27. _____ all the students ready?

a) Was
b) Were
c) Did
d) Will

28. _____ are you talking to?

a) Which
b) How

05 Mi vida en otra lengua Apendices.indd 226 10/3/12 1:38 PM

c) When
d) Who

29. _____ old are you?

a) Who
b) What
c) How
d) When

30. I _____ help you if I could.

a) would
b) will
c) do
d) did

31. _____ you like a cup of coffee?

a) Will
b) Does
c) Are
d) Would

32. Yesterday, those kids _____ too much!

a) didn't talked
b) talked
c) don't talk
d) talk

33. I don't want to eat too much. I have a _____.

a) stomach ache
b) rash
c) ear ache
d) broken leg

34. You study primary in your _____.

a) adolescence
b) childhood
c) birth
d) death

35. Talking about the seasons is talking about the _____.

a) wheather
b) whether

05 Mi vida en otra lengua Apendices.indd 227 10/3/12 1:38 PM

c) weather
d) wheater

36. Which group of words has a word that doesn't belong?

a) blouse, t-shirt, shirt
b) pants, trousers, jeans
c) earrings, necklace, bracelet
d) shoes, belt, banana

37. Which one is not a profession?

a) Biologist
b) Waitress
c) Doctor
d) Lawyer

38. You can buy a pencil at the _____.

a) stationery store
b) library
c) ice cream parlor
d) travel agency

39. A custom is a _____.

a) wedding
b) anniversary
c) tradition
d) place

40. Playing a board game is a _____.

a) anecdote
b) custom
c) stage of live
d) pastime

Read the following article. Then cross out the correct answer. Check your answers in Appendix 1.

Language

Language is important to culture because it is the main means of communication. For example: one generation passes customs and skills to the next mainly through language. Language is an important part of a culture's traditional celebrations, rituals and ceremonies. Language also influences the routs and patterns of cultural diffusion and migration. For example, new information spreads more easily among places that have a common language. Languages are spoken in specific regions of the world

05 Mi vida en otra lengua Apendices.indd 228 10/3/12 1:38 PM

and shape people's lives there. Patterns of speech also help make specific regions of the world distinctive. For example: Spanish is spoken throughout most of South America. However, most people of South America largest country, Brazil, speak Portuguese. English is spoken in North America like in the United States or Canada.

41. Language is important to culture because it is the means of:

a) migration
b) ceremonies
c) celebrations
d) communication

42. Spanish is spoken in:

a) North America
b) Brazil
c) United States
d) most of South America

43. It's easier to spread information if the places have a common:

a) language
b) celebration
c) migration
d) region

44. English is spoken in:

a) Brazil
b) North America
c) most of South America
d) South America

45. Language is important part of a culture's:

a) communication
b) migration
c) traditional celebrations and rituals
d) region

Questions 1 - 32 have to do with grammar structures.
Questions 33 - 40 have to do with vocabulary.
Questions 41 - 45 have to do with reading comprehension.

Check your answers in Appendix 1 of this module. How many answers did you get correct?

_____ answers.

05 Mi vida en otra lengua Apendices.indd 229 10/3/12 1:38 PM

If your score is from 40 to 45, your performance was EXCELLENT.

If your score is from 35 to 40 your performance was SATISFACTORY.

If your score is from 25 to 35, your performance is REGULAR. You better review the areas where you're having trouble, to performe better.

If your score is 24 or less your performance is INSUFFICIENT. If this is your case, we recommend you to review all the contents of the module or go to any of the Centro de Servicios de Preparatoria Abierta so a counselor can help you.

Good Luck.

05 Mi vida en otra lengua Apendices.indd 230 10/3/12 1:38 PM

Appendix 1

Answers key

Are you prepared to begin?

1. b) me
2. b) she
3. d) am
4. b) has
5. d) where
6. c) blue, red, pink, black, *chair*, white, brown, grey
7. d) soda, beer, milkshake, water, juice, wine, *jam*
8. d) Where is the market?
9. c) What's your last name? Perez
10. b) doesn't
11. c) Do
12. b) different
13. b) These
14. d) How
15. a) What
16. b) On
17. a) First
18. c) Thursday
19. c) Jane, nice to meet you.
20. b) I'm fine. And you?
21. a) See you.
22. d) They're in the bag.
23. d) This is my father.
24. a) don't like
25. b) How do I get to the mall?
26. a) A visit to the Congress House.
27. a) They sit in the black chairs.
28. a) The woman in grey suit.
29. a) In the morning.
30. a) The tour guide.

How many of them did you get correct? _____ answers.

The questions that you answered indicate the knowledge and abilities that you need in order to start studying this second module in English. Don't start if you're not sure of your strengths and weaknesses. Know how much you have acquired in order to be sure of your performance. In the following chart, identify which tasks you are able to do and give a point for each one. When you finish your assignment, add all the points to know the level of knowledge you have acquired.

05 Mi vida en otra lengua Apendices.indd 231 10/3/12 1:38 PM

Appendix 1

Criteria	Insufficient (0)	Enough (1)	Satisfactory (2)	Excellent (3)	Score
I know personal and objective pronouns and use them according to number and gender to express in an oral and written way.	I don't know personal and objective pronouns.	I know some personal and objective pronouns.	I know personal and objective pronouns and use them in certain cases.	I know personal and objective pronouns and use them according to number and gender to express in an oral and written way.	
I know what a verb is. I know how to use verbs in affirmative, negative and interrogative forms. I use them to express my and others actions and moods.	I don't know verbs in present tense.	I know some verbs and tenses.	I know verbs, tenses and I know how to use them in affirmative, negative and interrogative forms.	I know what a verb is. I know how to use verbs in affirmative, negative and interrogative forms. I use them to express my and others actions and moods.	
I know the meaning of words related to personal objects, places, colors, food and drinks. I use the vocabulary to give information about me and to communicate with others.	I don't know the meaning of the words.	I know some of the meanings of words related to personal objects, places, colors, food and drinks.	I know the meaning of words related to personal objects, places, colors, food and drinks. I use the vocabulary to give information to others.	I know the meaning of words related to personal objects, places, colors, food and drinks. I use the vocabulary to give information about me and to communicate with others.	
I know which expressions I need to use to introduce myself, Greetings and good-bye.I know how to ask for personal information as names, nationalities and occupations.	I don't know which expressions I need to use to introduce myself and well as Greetings and saying good-bye.	I know some expressions to introduce myself and for Greetings and good-bye.	I know how to introduce myself and some expressions to ask for personal information and for greetings and good-bye.	I know which expressions I need to use to introduce myself, Greetings and good-bye.I know how to ask for personal information as names, nationalities and occupations.	
I express likes and dislikes using the most common and correct expressions and verbs.	I cannot express what I like and what I don't like.	I can hardly express what I like and what I don't like sometimes using the correct expression.	I can express I what I like and what I don't like	I express what I like and what I don't like using the most common and correct expressions and verbs.	
I know how to use wh- questions. I know when to use them asking for a person, place, thing and time	I don't know how to use wh- questions	I know some of the wh- questions.	I know the wh- questions but I don't know when to use them.	I know how to use wh- questions. I know when to use them asking for a person, place, thing and time.	
I can read a simple and short text and look for specific information.	I can't read a simple and short text.	I can understand words and simple phrases, but I don't understand all the text.	I understand words and phrases and have a complete Reading comprehension.	I can read a simple and short text and look for specific information.	
TOTAL					

05 Mi vida en otra lengua Apendices.indd 232 10/3/12 1:38 PM

Questions 1-5; 10-18 and 24	have to do with your knowledge of grammar structures.
Questions 6-9; 20-23 and 25	have to do with your knowledge on vocabulary.
Questions 26-30	have to do with reading comprehension.

If your score is from 23 to 30, your performance was EXCELLENT.
If your score is from 16 to 23 your performance was SATISFACTORY.
If your score is from 11 to 15, your performance is ENOUGH.
If your score is 10 or less your performance is INSUFFICIENT. If this is your case, we recommend you to review all the contents of the past module or go to any of the Centros de Servicios de Preparatoria Abierta so a counselor can help you.

Unit 1

Activity 1

1. Ana is reading a book.
2. Alex is practicing with his team for his next soccer game on Sunday.
3. Raul is listening the song "I'm singing in the rain".
4. Maria is planning to make a trip next summer vacation.

Activity 2

1. Playing
2. Swimming
3. Taking
4. Tying
5. Looking
6. Wanting
7. Boring
8. Lying
9. Dancing
10. Screaming

Activity 3

1. Maria is writing an e-mail to her friends.
   Negative: Maria isn't / is not writing an e-mail to her friends.
   Interrogative: Is Maria writing an e-mail to her friends?
   No, she isn't.

2. Alex and Raul are not playing soccer.
   Affirmative: Alex and Raul are playing soccer.
   Interrogative: Are Alex and Raul playing soccer?
   No, they aren't / are not.

05 Mi vida en otra lengua Apendices.indd 233 10/3/12 1:38 PM

3. Am I telling the truth?
   Affirmative: I am telling the truth.
   Negative: I'm not / I am not telling the truth.
   Yes, I am.
4. Is Ana reading the newspaper?
   Affirmative: Ana is reading the newspaper.
   Negative: Ana isn't / is not reading the newspaper.
   Yes, she is.
5. Alex is not visiting Maria at home.
   Affirmative: Alex is visiting Maria at home.
   Interrogative: Is Alex visiting Maria at home?
   No, he isn't

Activity 4

Here you have an example of how to make some of the questions, as well as the way you should construct the sentences:

Example:

Your question:	What are you doing, Alejandra?
Alejandra:	I am doing my homework.
Your correct answer is:	Alejandra is doing her homework.
Your answer about what are you doing should be:	I am asking Alejandra what is she doing.

Activity 5

Maria: Please be quiet, Ana, I am trying (try) to tell you what I know about Oaxaca. Do you know where Alex is?
Ana: Alex is in his room. Why? Is he going (go) to Oaxaca?
Maria: No, but Alex is the one who knows about Oaxaca's weather.
Ana: Look! According to the Internet it is raining (rain).
Maria: Are you playing (play) with me?
Ana: No, I am not playing with you. See the web site yourself.
Maria: I am getting (get) cranky. Why are they making (make) so much noise while I am searching (search) for information?
Ana: But, Maria, I think your brother is not here. He is riding (ride) his bike in the park.
Maria: Well, it must be my sister, she is really excited about tonight so she must be dancing or something.
Ana: Is your sister coming (come) to the party tonight?
Maria: Yes, she is coming (come). And she looks so beautiful with her new dress. I need to lose weight. I am not drinking (not / drink) sodas for two weeks. I prefer water, so that I can wear her dress, jejejeje.

05 Mi vida en otra lengua Apendices.indd 234 10/3/12 1:38 PM

Ana: I'm glad you are laughing (laugh). Let's go out for a walk. It is not raining (not /rain) any more, and you can keep looking for information later.
Maria: Ok, sounds like a plan.

Activity 6

Ana: Hello Maria! What are you doing? You are still looking for information?
Maria: Hi Ana. Yes, I'm leaving soon and I want my next summer vacation to be perfect! I'm considering several options, but right now I'm looking at Oaxaca's web page and I think it's the best choice. I'm reading that in July there's a celebration called the Guelaguetza and it takes place exactly when I'm planning my trip.
Ana: What's the Guelaguetza?
Maria: I don't know exactly, but I'm reading that it's a festival that takes place in Oaxaca at the end of July. Dance and music are the attraction as well as other festivities and gastronomy, among other natural and cultural attractions. Are you going on vacation next summer?
Ana: No, I don't think so. I'm staying home.
Maria: Why don't you ask for permission and come with me?
Ana: That sounds really cool. I'm sure my mother will let me go. Besides I'm studying really hard to get good grades, so there's no excuse if my mother doesn't allow me to go. It sounds so exciting!
Maria: Yes! I'm glad you are coming with me. Let's read more about the Guelaguetza.

Activity 7

1. The Guelaguetza takes places in Oaxaca at the auditorium on Fortin Hill in July.
2. Guelaguetza comes from the Zapotec language and means "reciprocal exchanges of gifts and services".
3. The festival connects indigenous traditions with the Catholic faith.
4. A young woman represents Centeotl.
5. The delegation throws to the audience small fruit, hats, coconuts and pineapples.

Activity 8

These is an example of what you can answer to this activity.

Custom in:			
The world	**My country**	**My state**	**My family**
For example: People around the world have the custom of celebrating the arrival of a new year.	The custom to eat tortillas, tamales and atole and all kind of food made of corn.	In Yucatan is a custom to hear romantic music with a group named "Trio".	To have breakfast at 7 o'clock in the morning every day.

05 Mi vida en otra lengua Apendices.indd 235 10/3/12 1:38 PM

Activity 9

Your answers can be similar to the ones below.

1. You put the altar with cages of wool.
2. You put in the first stage or most important stage photos of your dead relatives.
3. You put the food they like more in plates and you put them in different stages.
4. You can put also flowers and sugar skulls with the name of the different relatives.

Activity 10

1. How are you?
2. Who are you?
3. Why are you here?
4. When are you coming?
5. What book is this?
6. Where are we going to study?

Activity 11

1. What are the girls doing?
2. How old is he?
3. Where are they living?
4. Who is the owner of this bag?
5. Why is the baby crying?
6. When do we start?

Activity 12

Remember that you don't have to have the exact same answers, because not all dictionaries have the same results.



Type of weather: Rainy

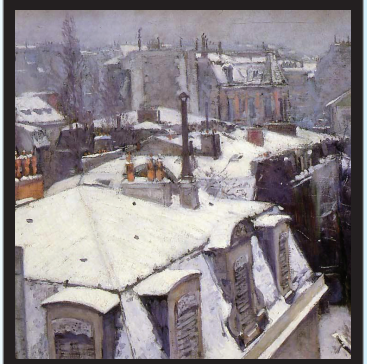
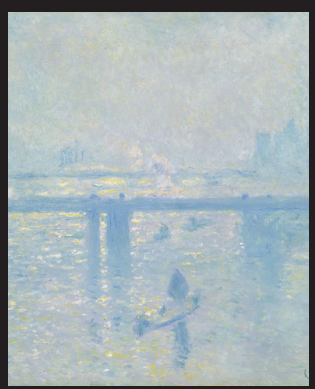
Definition:
adjective (rainier, rainiest)
(of weather, a period of time, or an area) having a great deal of rainfall: *a rainy afternoon*



Type of weather: Sunny

Definition: *Adjective* (*sunnier*, *sunniest*)
bright with sunlight:
a sunny day.

05 Mi vida en otra lengua Apendices.indd 236 10/3/12 1:38 PM

	Type of weather: Cloudy Definition: *Adjective* (*cloudier*, *cloudiest*) (of the sky or weather) covered with or characterized by clouds; overcast: *next morning was cloudy.*		Type of weather: Snowy Definition: *adjective* (*snowier*, *snowiest*) covered with snow: *snowy mountains* (of weather or a period of time) characterized by snowfall: *a snowy January day*
	Type of weather: Foggy Definition: *adjective* (*foggier*, *foggiest*) full of or accompanied by fog: *a dark and foggy night.* (*fog*: (*noun*) a thick cloud of tiny water droplets suspended in the atmosphere at or near the earth's surface that obscures or restricts visibility (to a greater extent than mist; strictly, reducing visibility to below 1 km)		Type of weather: Windy Definition: *adjective* (*windier*, *windiest*) (of weather, a period of time, or a place) marked by or exposed to strong winds: *a very windy day*

Activity 13

Tornado: Is a tube of violently spinning air that touches the ground.
Hurricane: A severe tropical storm having winds 120 kilometers per hour.
Ice Break: To go from a frozen to a liquid state.
Thunderstorm: A weather storm characterized by the presence of lightning and its acoustic effect.

Activity 14:

Spring: Warm season. Rain starts and flowers regrow. Days are closer to 12 hours long.
Summer: Very hot and dry. Days are longer and nights are shorter.
Fall or autumn: Leaves start to change color and fall from trees. The arrival of night becomes earlier.
Winter: Coldest season of the year. Days are shorter and nights longer.

05 Mi vida en otra lengua Apendices.indd 237 10/3/12 1:38 PM

Activity 15

Winter: Gray belted wool coat, adorable fringe boots, gray gloves and a white hat. To add a little bit of interest, a pink scarf that draws attention to the face.
Fall or autumn: Pair flat equestrian-inspired boots with a flirty dress and an empire-waist coat.
Summer: Nothing is as on-trend this season as a maxidress, especially in warm weather-ready nautical stripes. Just cinch your waist with a brown leather belt and some comfy sandals.
Spring: We love Aime's choice of bright blue cardigan with roll up hem shorts, white lace tee, brown scored belt and beautiful sandals.

Activity 16

Maria	Ana	Both
high heeled shoes	shorts	short sleeved blouse
long skirt	turtle neck sweater	blue jeans
handbag	tennis shoes	sunglasses
coat	backpack	
scarf	low heeled shoes	
hat	cap	

Activity 17

1. socks
2. bathing suit
3. baseball cap
4. boots
5. tie
6. slipper
7. blanket
8. sweat pants

Activity 18

In your graduation	In your wedding	In your work	At the beach
A long gown with elegant earrings and high hills.	In the work you can use a long dress and high hills.	In the work you can use black trousers and white blouse with a jacket.	In the beach you can use a bathing suit.

Activity 20

I live in Jalisco and the most representative outfit of my state is the charro suit.

05 Mi vida en otra lengua Apendices.indd 238 10/3/12 1:38 PM

Activity 21

Customer: Good evening.
Clerk: Good evening. May I help?
Customer: Yes, you can. How much is this dress?
Clerk: It's one hundred pesos. Do you want it?
Customer: Yes, I'll take it. It's very nice.

Activity 22

Ana: Alex started to play soccer at the age of 6 during recess time.
Ana: He enrolled the soccer team because Professor Gómez asked him to be part of it.
Ana: He was 16 years old when he signed his first professional contract.
Ana: He promised to his parents not to leave his studies.
Ana: Now he is playing with the sub-17 national selection.

Activity 23

1. Ana didn't like to sleep in buses.
2. Did you play the guitar? No, I didn't / did not.
3. I didn't listen to you Maria, because I wanted to sleep.
4. Did she look pretty? Yes, she did.
5. We didn't snore!
6. Did they wash the bus? No, they didn't / did not.

Activity 24

1. danced
2. stopped
3. tried
4. looked
5. listened
6. arrived
7. watched
8. opened
9. washed
10. enjoyed

Activity 25

1. I wanted to go to the party.
2. Did you watch the baby? Yes, I did.
3. Yes, when I played with him he stopped crying.

05 Mi vida en otra lengua Apendices.indd 239 10/3/12 1:38 PM

4. You didn't smile at me.
5. I tried to phone you last night.
6. Did you finish the exam? No, I didn't. It was too long.
7. His father died two years ago.
8. He lived in a very small town.

Activity 27

	A: Artistic intellectual	B: Music addict	C: Social network	D: Sports fan
Indoor	cooking	card games	jewelry making	videogames
	paper craft	board games	chatting	
	painting	darts	tweetting	
	reading a book	dice games		
		playing the guitar		
Outdoor	poetry lectures	going to concerts	go to the movies	climbing
	going to museums		organizing parties	hiking
			shopping	tennis
				water sports
				jogging

Activity 28

Indoor activities	Outdoor activities
A. Knitting	A. Biking
B. Composing	B. Swimming
C. Writing e-mails	C. Walking in the park
D. Playing chess	D. Riding motorcycle

Activity 29

1. Alex likes rafting because the adrenaline that this extreme sport makes him feel is unique.
2. The most nerve-racking moment is when he need to avoid the rocks of the river.
3. The girls are spending their vacation in Oaxaca.
4. Alex recommended rafting and rappelling.

Activity 30

1. I **was** angry.
2. Tom and Ana **were l**ate.
3. Alex **was** with Ana in the party.
4. Ana and Maria **were** happy.

05 Mi vida en otra lengua Apendices.indd 240 10/3/12 1:38 PM

5. Raul **was no / wasn't** with me.
6. They **were not / weren't** able to come to the meeting.
7. I **was not / wasn't** hungry.
8. You **were** with me all day long.

Activity 31

What were we thinking?
by Joss Stone

Try to turn it off,
But it's hard to see
Through this emptiness.
Slowly breaking me,
Maybe hurt me just a little less.
Then I can start to breathe
But still your heart is out of reach.

[Chorus:]
What were we thinking?
And what will we do now,
Right now, right now, right now?

The sun hasn't shined today at all.
A funny thing, you haven't called.
Tell me why,
Or should I be asking?
How would I respond to it all?
Times were good.
I wish you were around more.
I can feel you at my door,
But it's not you, it's someone else.
What can I do?
Oh, what did we do?

[Chorus]

Try to turn it off,
But it's hard to see
Through this emptiness.
Slowly breaking me,
Maybe hurt me just a little less.
Then I can start to breathe
But still your heart is out of reach.

[Chorus]

I should have known.
It was right in front of me.
Screaming girl just walk away.
See, it can't ever be.
Oh, what would we do now?
We carried on making our mistakes,
Thinking our love was free.
Now you've taken a part of me
Right now

Activity 33

1. Alex's mother was eating breakfast at seven thirty.
2. Raul was washing his clothes at eight o' clock.
3. Alex's brother was studying at eleven o'clock.
4. Maria was visiting her friends at one o'clock.
5. Ana's grandmother was playing soccer at four o'clock.
6. Raul's little siblings were watching TV at six thirty.
7. Maria's parents were having dinner at eight o'clock.
8. Alex was chatting with Maria at nine o'clock.

05 Mi vida en otra lengua Apendices.indd 241 10/3/12 1:38 PM

Activity 34

1. Ana was writing a letter in her room.
2. Jim was getting ready to go to school.
3. Carla and David were having breakfast.
4. Who was making a phone call?
5. Linda and Lisa were chatting in math class.
6. What were you doing at this time yesterday?
7. I was not driving fast.
8. Maria was wearing a beautiful dress last night.

Activity 35

In the cafeteria some people **were standing** and many others **were waiting**. Some **were choosing** their food and others **were putting** it on their trays. Raul **was ordering** some ice cream and Ana **was picking** up a salad. The cashier **was taking** money. Alex and Maria **were** already **eating**. A boy **was talking** while his girlfriend **was laughing**.

Activity 36

1. I fell asleep when I was watching television.
2. While I was sleeping, I heard a scream.
3. I was not driving fast when the accident happened.
4. He fell off the ladder while he was painting.
5. She was dancing when the lights went off.
6. While we were swimming, we saw a shark.

Activity 38

1. I **was washing** my clothes *while* she **was making** her homework. / While I **was washing** my clothes, she **was making** her homework.
2. You **were painting** the house when I **arrived**. / When you **were painting** the house, I **arrived.**
3. Helen **was planning** to go while her father **was sleeping** in the sofa. / While Helen **was planning** to go, her father **was sleeping** in the sofa.
4. People **were leaving** the theater when the play **started**. / When people **were leaving** the theater, the play **started.**
5. The children **were clapping** while we **were dancing**. / While the children **were clapping**, we **were dancing**.
6. When your parents **arrived**, we **were having** breakfast. / Your parents **arrived** when we were **having breakfast**.

05 Mi vida en otra lengua Apendices.indd 242 10/3/12 1:38 PM

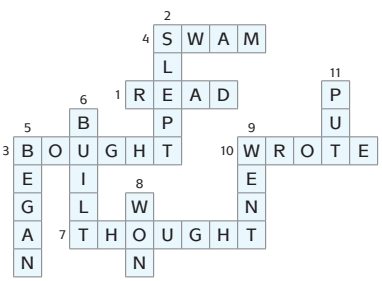
Activity 39

1. Who organized the party?
2. Where did they organize the party?
3. Why was Maria happy?
4. How did they invite her friends?
5. What were they eating?

Activity 42

1. **Woke up:** (verb) Past tense of wake up. To stop sleeping.
2. **Craving:** a powerful desire for something.
3. **Began:** (verb) Past tense of begin. To start.
4. **Slices:** a little piece of something: "I want a slice of cake."
5. **Thought:** (verb) Past tense of think. To have or to form an opinion or idea about something.
6. **Went:** (verb) Past tense of go. To move or travel to another place.
7. **Wanted:** (verb) Past tense of want. To need something.
8. **Found:** (verb) Past tense of find. To see where a thing or person is, either unexpectedly or by searching.
9. **Stung:** (verb) Past tense of sting. Wound or pierce with a sting.
10. **Wet:** (verb) Past tense of dry. Without water or liquid in, on, or around something.

Activity 44



Activity 45

Yesterday, Raul **got** up at 6:30. He **took** a shower, **shaved** and **chose** his clothing. At 7:30 he **had** breakfast. He **didn't / did not eat** much, just toast bread, juice and coffee. He **left** the house at 7:45 and **caught** the bus at 8:00. He **spent** most of his time in the library. He **read** books and magazines and **wrote** notes of what he **thought** it **was** interesting. At 11:00 o'clock he **ate** a snack. On his way back home, he **bought** the newspaper. In the evening, he **played** with Alex and they **had** fun.

05 Mi vida en otra lengua Apendices.indd 243 10/3/12 1:38 PM

Activity 46

Because You Loved Me
Celine Dion

For all those times you stood by me
For all the truth that you made me see
For all the joy you brought to my life
For all the wrong that you made right
For every dream you made come true
For all the love I found in you
I'll be forever thankful baby
You're the one who held me up Never let me fall
You're the one who saw me through, through it all
You were my strength
when I was weak
You were my voice
when I couldn't speak
You were my eyes
when I couldn't see
You saw the best
there was in me
Lifted me up
when I couldn't reach
You gave me faith
'cause you believed I'm everything I am

Because you loved me
You gave me wings
and made me fly
You touched my hand
I could touch the sky
I lost my faith,
you gave it back to me
You said no star was out of reach
You stood by me and I stood tall
I had your love, I had it all
I'm grateful for each day you gave me
Maybe I don't know that much but I know this much is true
I was blessed because I was loved by you
(chorus)
You were always there for me
The tender wind that carried me
A light in the dark shining your love into my life
You've been my inspiration
Through the lies you were the truth
My world is a better place because of you

Activity 47

Red	soda	candies	cookies
Blue	roast beef	fish	chicken
Green	milk	cheese	cream
Yellow	mango	peach	banana
Orange	potatoes	bread	rice

Activity 48

Fruits: This group comes in different colors and is sweet. You can eat them raw or cooked and they provide you with vitamins, especially C and fiber.
Grease and oil: You need this group to nourish your skin and other organs, but in small amounts.

05 Mi vida en otra lengua Apendices.indd 244 10/3/12 1:38 PM

Milk: This group provides calcium for strong bones and teeth.
Meat: This food helps to have strong muscles and provides protein and iron, which is responsible of carrying oxygen to all our system.
Bread, Cereals: This food provides vitamins A,B and C as well as fiber and helps you fight infections and prevent diseases.
Vegetables: This food gives carbohydrates who provide the energy to study and play and also has fiber for a healthy digestive system.

Activity 49

1. quesadilla
2. guacamole
3. flautas
4. mole
5. flan

Activity 50

9 Raul: If you continue feeling bad, call the doctor.
2 Maria: Hi Raul. I don't feel very well.
5 Raul: Did you eat "chapulines" at Ana's house last night?
7 Raul: Why don't you go home and take a rest?
1 Raul: Hello Maria, how are you?
4 Maria: I have a terrible stomach ache and I think I have a fever.
6 Maria: Yes, I did. I think I ate too much salad and now I feel sick.
8 Maria: I think you're right. I'll go home.
3 Raul: What's wrong with you?
10 Maria: I promise. See you tomorrow.

Activity 51

1. back ache: a prolonged pain in one's back.
2. cold: a common viral infection in which the mucous membrane of the nose and throat becomes inflamed, typically causing running at the nose, sneezing, a sore throat, and other similar symptoms.
3. rash: an area of reddening of a person's skin, sometimes with raised spots, appearing especially as a result of allergy or illness.
4. tooth ache: a pain in a teeth or tooth.
5. sore throat: a pain in one's throat.
6. cough: expel air from the lungs with a sudden sharp sound.
7. stomach ache: a pain in one's stomach.
8. ear ache: a pain in one's ear.
9. headache: a continuous pain in the head.

05 Mi vida en otra lengua Apendices.indd 245 10/3/12 1:38 PM

10. fever: an abnormally high body temperature, usually accompanied by shivering, headache, and in severe instances, delirium.

Activity 52

1. F
2. T
3. F
4. T
5. F
6. Three bad habits can be: being in traffic jams for hours, sitting in front of the computer a long time and in a bad position, eating junk food as snacks, drinking sodas, smoking, drinking alcohol, using drugs and not doing any kind of exercise. (If you answered three of any of these, your answer is correct.
7. Three good habits can be: eating a balanced diet, drinking 2 liters of water or 8 glasses of water every day, doing exercise, visiting the doctor once a year and the dentist twice. (If you answered three of any of these, your answer is correct).
8. You need to visit the doctor to prevent any kind of disease.
9. Having a pastime is also a good idea to help your mental activity.
10. You need to sleep between 6 to 8 hours to have the energy to continue with your day to day activities.

Activity 55

1. Peter **is going** to the cinema.
2. They **are playing** a game.
3. She **is listening** to the radio.
4. **Are** we **talking** fast?
5. They **are not / aren't cleaning** the windows.
6. I **am loving** you.
7. They **are packing** their bags.
8. She **is not / isn't working** hard.

Activity 56

1. When I phoned my friends, they **were playing** monopoly.
2. Yesterday at six I **was preparing** dinner.
3. The kids **were playing** in the garden when it suddenly began to rain.
4. I **was practicing** the guitar when he came home.
5. We **were not / weren't cycling** all day.
6. While Aaron **was working** in his room, his friends **were swimming** in the pool.
7. I tried to tell them the truth but they **were not / weren't listening**.
8. What **were** you **doing** yesterday?

05 Mi vida en otra lengua Apendices.indd 246 10/3/12 1:38 PM

Activity 57

a) Where did they live?
b) What time did the lesson begin?
c) What time did they get home?
d) What did she speak?
e) How much did those book cost?
f) How did they travel?
g) Why did she cry?
h) Where did they meet?

Activity 58

1. I hurt my knee while I was playing soccer.
2. They were talking about the exam results when the manager came.
3. Mary lost her wallet while she was walking in a crowded street.
4. Somebody stole my IPod when I was speaking to a friend on the phone.
5. We were getting ready for the picnic when it started to rain.

Activity 59

1. (regular) played / read, felt, saw
2. (regular) listened / did, went, made
3. (regular) helped / knew, said, thought
4. (regular) liked / wrote, forgot, ate
5. (regular) cleaned / took, brought, cut
6. (regular) watched / was, had, met
7. (regular) cooked / put, bought, taught
8. (regular) answered / caught, found, lost
9. (regular) wanted / told, won, sat
10. (regular) opened / sold, built, drank

Unit 2

Activity 1

1. Raul found a very old family album.
2. He found it on the table.
3. It was a big surprise for him.
4. His mother told him anecdotes when he was a child before going to bed.
5. His great-grandfather was a soldier who participated in the Mexican Revolution.

05 Mi vida en otra lengua Apendices.indd 247 10/3/12 1:38 PM

Activity 2

1
4
9
2
7
6
3
8
5
10

Activity 3

1.	cleaner	cleanest
2.	happier	happiest
3.	newer	newest
4.	more expensive	most expensive
5.	softer	softest
6.	busier	busiest
7.	better	best
8.	thinner	thinnest
9.	more important	most important
10.	more little	most little

Activity 4

1. You can find the **most fashionable** clothes in this store.
2. The prices are **less expensive** than in the store across the street.
3. Which one do you think is **cheaper**? The red or white blouse.
4. I think the white is the **prettiest**.
5. This size fits me because I'm **the thinnest** of the three.
6. Where do you feel **more comfortable**? On the sofa or in the chair?

Activity 6

1. México is the **most beautiful** country in the world.
2. The Himalaya is the **highest** mountain in of the world.
3. China is the **most populated** country of Asia.
4. The Nile River is the **longest** river of Africa.
5. This store is the **cheapest** store of the neighborhood.
6. That department store is the **most expensive** of the downtown.

05 Mi vida en otra lengua Apendices.indd 248 10/3/12 1:38 PM

Activity 7

1. Who was Luis?
2. When did he enroll the army?
3. Why did he enroll to the army?
4. How many children did he have?
5. When did he die?

Activity 8

Baby: The first of the stages of life. Completely dependent on others for his/her life and safety.

Toddler: Growing. Learning motor skills, plays, abilities and socialize.

Child: During this period learns to walk, talk and interact with others. Continued growth, formal school and organized activities.

Adolescent: Teenagers. Puberty brings hormonal changes and reactions. Strong emotions may rule decisions.

Young Adult: From 20 to 29 years. Completing education and starting a family.

Adult: From 30 to 39 years. Managing family and career growth.

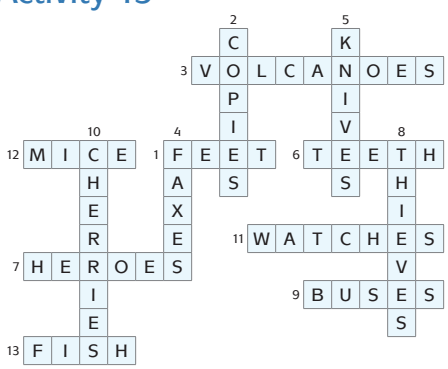
Middle Age: First signs of aging and changes of lifestyle: menopause, daughters and sons become independent, grandchildren arrive.

Senior Adult: More signs of aging. Retirement and some health problems. Others take care of them.

Activity 10

Word	The way it sounds	Word	The way it sounds
Toddler	Todler	Adult	Adolt
Child	Chaild	Middle age	Midol eiy
Adolescent	Adolesent	Senior adult	Sinior adolt
Young adult	Yong adolt		

Activity 13



05 Mi vida en otra lengua Apendices.indd 249 10/3/12 1:38 PM

Activity 14

1. The **children are** playing.
2. The **boys are** reading the dictionary.
3. The **potatoes are** delicious.
4. The **women** and the **men** are eating fish.
5. The school **buses were** always on time.
6. The **families are** driving the **cars.**
7. The **policemen were** taking care of the **girls**.
8. The **teachers are** speaking in English.

Activity 15

1. In the past we were looking up information in the library. Now we are looking up information in Internet.
2. In the past we were sending greeting birthday cards. Now we are sending greetings by electronic card, Twitter or message.
3. In the past we were writing letters. Now we are sending e-mails.
4. In the past we were watching a movie by Beta or VHS. Now we are watching movies in DVD.
5. In the past we were saving photos in a photographic album. Now we are saving them in Facebook.
6. In the past we were listening to music in a turntable. Now we are listening to music in CD.
7. In the past we were making rows in the bank. Now we are making electronic transactions.
8. In the past we were talking in public telephones. Now we are talking by cellular phones.

Activity 17

1885

Activity 18

1. at
2. in
3. on
4. at
5. at
6. in / at
7. in / on
8. on

05 Mi vida en otra lengua Apendices.indd 250 10/3/12 1:38 PM

Activity 19

1. Mozart was born in Salzburg **in 1756.**
2. Columbus discovered America **in the 15th century.**
3. The first man landed on the moon **on 21 July 1969.**
4. In Mexico children start elementary school **at the age of 6.**
5. In Mexico soccer plays are usually played **on Sundays.**
6. It's difficult to listen when everyone is speaking **at the same time.**
7. Jazz became popular in the United States **in the 1920's.**
8. You can see the stars **at night.**

Activity 20

On November 20, 2011 Mexico **celebrated** the Centenary of the Mexican Revolution. On this date, in the year 1910 the revolutionary war to overthrow the dictator President Porfirio Diaz **began.** Porfirio Diaz **stayed** in the government for 30 years. A small minority of the people **was** in control of most of the country's power and wealth, while the majority of the population **worked** in poverty. One young man who **opposed** to Diaz regime **was** Don Francisco y Madero, a man from a family with great wealth. He **was** from Coahuila, a state bordering Texas. He **attended** the University of Berkeley, where he **studied** agriculture and **finished** his education in France in 1895. He **started** his own cotton plantation and **helped** to create a successful cotton industry in Coahuila. In 1910, Francisco y Madero **wanted** to unseat Porfirio Diaz with the slogan "effective suffrage and no reelection", but Diaz **sent** him to prison.

Activity 21

1. Porfirio Diaz was a dictator.
2. He governed 30 years.
3. The Revolution started in 1910.
4. They wanted to unseat him because the majority of the population was in poverty.
5. Madero used "effective suffrage and no reelection" slogan.
6. Francisco I. Madero studied at the University of Berkeley.

Activity 22

1. From 1910 to 1920 Mexico was at war, so at the beginning of the 20's the century it changed a lot because the war ended.
2. In the last three decades of the 20th century, states like Querétaro, Guanajuato, Yucatán or Nuevo León changed because the cities started to grow which made that people from the countryside moved there.
3. No, lifestyles were different but in the 20th century changes have been faster. We have more technology, more ways of communicating with each other, and better ways of life.

05 Mi vida en otra lengua Apendices.indd 251 10/3/12 1:38 PM

Activity 24

1. The 2000 New Year's ceremony was so special because there was a belief that the world would end that day.
2. The grapes represent a month of the New Year.
3. Red underwear represents that you're looking good luck in love. Yellow underwear represents that you're looking good luck in money.
4. Tultepec is known as the Pyrothecnics Capital.
5. The Mexican food that is traditional in this celebration are tostadas, tamales, tacos, romeritos, bacalao and drinks like ponche.

Activity 25

	CHINA	MEXICO	AFRICAN NEW YEAR
New year's date	Fluctuates between January 21st and February 21st.	The New year always begins January 1st	New Year's Day is celebrated on January 1st and is a public holiday
Traditions	• Red envelopes. • Chun lian singing. • Yu fish in the house for abundance. • Dance of the lion and dance of the dragon. • Family portraits.	• It's common to be with the family or with friends. • You whish other people greetings and wood luck in the year.	• Festivities last for two days. • Friends and family come together on December 31 and say goodbye to the old year. • They welcome the New Year with cracker explosions.
Food	Noodles, fish, duck and pork, a lot of it because it symbolizes abundance.	You eat 12 grapes at dinner while the bells rang.	
Clothes	Mainly color red, because it scares evil spirits, and yellow. They wear new clothes to symbolize a new beginning.	Mainly color red underware.	
Music	Couplets, special chinese songs to ask for abundance.	Dancing every kind of music.	

Activity 27

1. T; 2. F; 3. T; 4. F; 5. T

Activity 28

Countables	Uncountables	Countables	Uncountables	Countables	Uncountables
apple	fruit	hot dog	butter	egg	mayonnaise
carrot	wine	cake	ham	orange	cream
lettuce	bread	avocado	cheese	garlic	sugar
peach	ice-cream				

Activity 29

1. I **wanted** two cans of coke.
2. I **shared** three bags of fruit.

05 Mi vida en otra lengua Apendices.indd 252 10/3/12 1:38 PM

3. I **used** one packet of sugar.
4. I **bought** two jars of jam.
5. I **needed** five bottles of wine.
6. I **drank** 8 glasses of water.

Activity 30

1. **How much** time did you need to finish the task?
   I **needed a lot** of time.
2. **How many** things were you planning to do?
   We **were planning** to do **a lot of** things.
3. **How much** money did you spend?
   I **spent a lot** of money.
4. **How much** knowledge did she have in Math?
   She **had a lot of** knowledge in Math.
5. **How many** people were coming to the party?
   A lot of people **were coming** to the party.
6. **How much** rice did you eat?
   I **ate a lot** of rice.
7. **How much** food did you buy?
   I **bought a lot** of food.
8. **How many** friends did you invite?
   I **invited a lot** of friends.

Activity 31

1. Eat **some** vegetables and **some** fruit.
2. She needed **some** bread, **an** apple and **a** carrot.
3. Here were **some** cookies, but we didn't have **any** milk.
4. He didn't have **any** friends in his new school.
5. Do you want **some** more coffee?
6. Please bring me **a** bottle of milk and **some** chocolate.
7. I think she's not going to ask for **any** help.
8. Take **an** onion and **a** tomato for your sauce.

Activity 33

Present	Past	Future
This week	In the past	Soon
At this moment	An hour ago	Next week
As we speak	Recently	In an hour
Now a days	Last week	Eventually
now	A long time ago	In the new future

05 Mi vida en otra lengua Apendices.indd 253 10/3/12 1:38 PM

Activity 34

1. A minute ago
2. An hour ago
3. Last week
4. Two months ago
5. Five years ago
6. In 1967
7. When the revolution began in 1910
8. In 1570

Activity 35



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

Activity 36

1. gold wedding or anniversary.
2. baby shower
3. birthday
4. silver wedding or anniversary
5. funeral
6. bridal shower
7. marriage

Activity 40

	Anniversary / Years	Date
Battle of Puebla	150 years	In 1907
Mexican Revolution	102 years	In 1910
Mexican Independence	202 years	In 1810

05 Mi vida en otra lengua Apendices.indd 254 10/3/12 1:38 PM

Activity 42

1. My grandparents lived the earthquake.
2. They were at home.
3. They knew about it because they watched TV, heard the radio or read the newspapers.
4. They make a simulation so that people practices the way to react on this kind of situation.

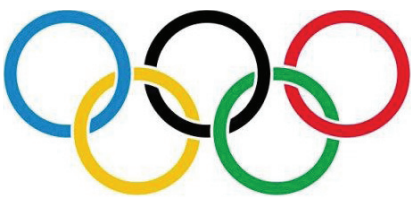
Activity 43

The most important celebration of my life was my 6 year old birthday. My parents organized a party in our house with all of my friends and family. We ate hot dogs and potato chips and we broke down a piñata.

Activity 44

1. Mexico had 2 World Cups in 1970 and 1986.
2. The opening and closing ceremony took place at the Estadio Azteca.
3. The official mascot was "Juanito".
4. The opening and closing ceremony took place at the Estadio Azteca.
5. The official song of Mexico '86 was "Mexico '86 el mundo unido por un Balón".
6. Miguel de la Madrid was president of Mexico in 1986.
7. Pelé is considered the best soccer player of the 20th century.
8. Hugo Sánchez is considered the best soccer player of the 20th century.

Activity 45



Activity 46

1. The Olympic games took place in Mexico 1968.
2. The opening and closing ceremony took place at the Olympic Stadium.
3. It was a red jaguar.
4. Gustavo Diaz Ordaz was President of Mexico.

Activity 51

1. When did World War 2 start and when did it end?
2. How many alliances were they formed?

05 Mi vida en otra lengua Apendices.indd 255 10/3/12 1:38 PM

3. How many deaths were there?
4. Who declared Mexico neutral during World War 2?

Activity 52

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

1. Benito Mussolini was Prime Minister of Italy.
2. Franklin Roosevelt was President of the United States.
3. Harry Truman was President of the United States and used the atomic bomb vs. Japan.
4. Adolf Hitler was a German dictator.
5. Winston Churchill was Prime Minister in Britain.
6. Hiroshito was the Japanese Emperor.
7. Joseph Stalin was the Communist dictator of Russia.

Activity 54

Imagine there's no heaven, it's easy if **you try**
No people below us, above it's only sky
Imagine all **the people**
Living for today
Imagine there's no countries, it isn't hard to do
No need to kill or die for and no **religions too**
Imagine all the people
Living life **in peace**
You may say I'm a **dreamer**
But I'm not the only one
I hope someday you'll **join us**
And the world will live as one
Imagine no possessions I wonder if you can
No need for greed or hunger a brotherhood **of man**
Imagine all the people

05 Mi vida en otra lengua Apendices.indd 256 10/3/12 1:38 PM

Sharing for **the world**
You may say I'm **a dreamer**
But I'm not the only one
I hope someday you'll **join us**
And the world will live as one
You may say I'm **a dreamer**
But I'm not the only one
Take my hand and **join us**
And the world will live, will live as one

Activity 57

I was standing outside the door, waiting for a friend. I saw Lennon walking out of the building with Yoko under his arm. Suddenly, I heard a gun shot. People started screaming and I didn't realize what had happened until the next morning when I read it on the newspapers. It was shocking!

Activity 59

1. In 1879 Thomas Alva Edison discovered the light bulb.
2. In 1903 the Wright brothers made the first flight in aircraft.
3. In 1876 Alexander Graham Bell invented the telephone.
4. In 1928 Alexander Fleming discovered penicillin.
5. In 1898 Madame Curie discovered polonium and radiation.
6. In 1925 John L. Baird invented the television.
7. In 1885 Karl Benz made the first gasoline car.
8. In 1889 Augusto and Louis Lumiere invented the cinema.
9. In 1915 Albert Einstein discovered the relativity theory.
10. In 1838 Samuel Morse invented the telegraph.

Activity 60

When I was born in 1980 Mexico was governed by José Lopez Portillo. While I was two years old the president announced a devaluation and my mother lost her job. One year later, when I was three, I began to go to school and my teacher was a very nice person. When I was 5 an earthquake destroyed part of Mexico city.

Activity 61

Comparative	Superlative	Comparative	Superlative
longer	longest	uglier	ugliest
faster	fastest	thinner	thinnest
prettier	prettiest	more fashionable	most fashionable
more beautiful	most beautiful		

05 Mi vida en otra lengua Apendices.indd 257 10/3/12 1:38 PM

Activity 62

1. How many onions do you need?
2. How much wine did you drink?
3. How much sugar do I buy?
4. How much money did you spend?
5. How many rocks did you kick?
6. How many books do you read in a year?
7. How much bread do you want?
8. How much salt did you use?

Activity 63

1. U
2. C
3. C
4. U
5. U
6. C
7. U
8. C
9. U
10. U

Activity 64

1. There's an airport next to the city.
2. There are some beautiful gardens, but there aren't fountains.
3. There are some postcards on this table for you.
4. Are there any parents in that party?
5. Is there a office near here?
6. There are some good books that you should read.
7. Is there an orange in the fridge?
8. Are there some chocolates in the kitchen?

Activity 65

1. I will finish on Friday.
2. I waited for you at seven o'clock.
3. I don't like walking alone at night.
4. In 1965 she was born.
5. I love to have dinner with my family at Christmas.
6. In February we celebrate Valentine's Day.

05 Mi vida en otra lengua Apendices.indd 258 10/3/12 1:38 PM

7. I'll see you on Monday.
8. On April 25 she celebrated her birthday.

Unit 3

Activity 1

1. F
2. T
3. T
4. T
5. F

Activity 2

1. I called you. You called **me.**
2. You called me. I called **you**
3. He called you. You called **him**.
4. She called him. He called **her**.
5. You fed the dog. You fed **it**.
6. We worked together. Someone worked with **us**.
7. You studied English. The teacher taught **you** English.
8. They received a letter. I gave **them** a letter.
9. This is a great movie. I really like **it**.
10. Who's that man? I don't know **him**.
11. Good morning. Can I help **you**?
12. Madonna is a great singer. I like **her** a lot.
13. We don't know the answer. Can you tell **us** please?
14. Where is my bag? I can't find **it**.
15. Can you help **me**?

Activity 3

1. I
2. Us
3. Them
4. They / us
5. We
6. He
7. Me
8. Her
9. Him
10. I / her

05 Mi vida en otra lengua Apendices.indd 259 10/3/12 1:38 PM

Activity 4

1. We need to finish **it** as soon as possible.
2. I saw **him** through the window.
3. I kissed **her** and **she** kissed me.
4. We told **them** not to go to the game.
5. **We** can go to the party.
6. Do you know how **it** works?
7. Help **us**!
8. **He** helped **them** after school.
9. He really liked **it**.
10. **He** hired you last week.

Activity 5

Once you have written down your invitation check that you:

- ▣ Presented yourself and the reason you are writing.
- ▣ Mentioned what are you celebrating.
- ▣ Mentioned the time the guests must arrive to the party.
- ▣ Mentioned the place the party is going to happen.
- ▣ Used vocabulary related to celebrations.

Activity 7

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

Activity 8

1. Alex and Raul were at the shopping center.
2. They were looking for Maria's present.

05 Mi vida en otra lengua Apendices.indd 260 10/3/12 1:38 PM

3. They decided to buy a CD at the music store.
4. Alex is looking for a t-shirt.
5. No, they didn't.
6. They found the music store on the second floor.
7. They found the coffee shop on the ground floor.
8. There are three (Italian, Mexican and Japanese) and fast food area.

Activity 9

1. I bought a plane ticket at the travel agency.
2. I watched a movie at the cinema.
3. I bought a tennis racket at the sports store.
4. I took a bus at the bus station.
5. I bought a notebook at the stationery store.
6. I stuck a stamp at the post office.
7. I bought a toothbrush at the drugstore.
8. I ate an ice-cream at the ice cream parlor.
9. I tried a pair of shoes at the shoe store.

Activity 10

1. While Alex was going to the restroom, Raul was listening music at the music store.
2. While Alex was eating Mexican food, Raul was eating Italian food.
3. While Alex was buying a computer, Raul was watching pets at the pet store.
4. While Alex was having a haircut, Raul was making exercise at the gym.
5. While Alex was playing at the game store, Raul was watching a movie at the cinema.
6. While Alex was reading a book, Raul was taking a coffee.
7. While Alex was choosing Maria's present, Raul was playing at the toy store.
8. While Ana was buying at the supermarket, Alex and Raul were having fun.

Activity 12

Alex and Raul **spent** all day long at the shopping center. Buying a present for Maria **was** not a simple task. First they **thought** she would like a pet so they **went** to the pet shop, but it **was** very expensive. Then Raul **suggested** to buy her some nice headphones, but Alex **told** him she already **had** ones. They **entered** a bookstore but Raul **remembered** that Maria **didn't like** to read. They **went** to a toy store, and when finally they **found** a beautiful doll, they **didn't buy** it because they **ran** out of money! They **saw** a pair of low heeled shoes at the shoe store, but they **didn't know** what number she **wore**. At last they **decided** to buy the last album that Madonna **recorded** at the music store with Alex's credit card.

05 Mi vida en otra lengua Apendices.indd 261 10/3/12 1:38 PM

Activity 13

1. No, she didn't because it was expensive.
2. Yes, she did because it was cheaper.

Activity 14

1. Alex remembered his childhood.
2. His parents gave him a professional soccer ball when he was 8 years old.
3. His grandmother, aunts, cousins, neighbors and friends were invited.
4. His parties were celebrated in his house.
5. He celebrated his parties with clown, magicians or singers to entertain them.
6. Yes, he does.

Activity 17

1. Alex always exercises.
2. Raul rarely exercises.
3. Raul is always late because he can't wake up early in the morning.
4. Alex tells Raul to regularly exercise. If not, he will regret when he becomes an adult having pains and illness.
5. (Answers may vary)

Activity 18

1. I'm **usually** hungry at this hour.
2. We **sometimes** play tennis together.
3. Maria **never** went to a museum in her childhood.
4. Alex is **frequently** excercising in the gym.
5. Raul **occasionally** goes to concerts.
6. Does Ana **generally** read a book?
7. We are **regularly** in good humor.
8. Ana is **always** good at Mathematics.

Activity 20

How often do you…	Answers
Go to a shopping center?	I go two a shopping center every three weeks.
Go to a museum?	I go to a museum twice a month.
Go to concerts?	I hardly ever go to concerts.
Go downtown?	I go downtown every week.
Go for a walk to a park?	I go for a walk to a park twice a week.

05 Mi vida en otra lengua Apendices.indd 262 10/3/12 1:38 PM

Activity 21

1
5
7
6
3
8
9
2
4

Activity 22

1. How many museums can you visit?
2. What can you find at the center of the Zocalo?
3. What is the square used for?
4. How many years did it take to construct the Cathedral?
5. Who painted the huge murals?
6. When was the Aztec ceremonial pyramid discovered?

Activity 23

Answers may vary depending on which place they choose. Here you have some examples.

They **visited** the Cathedral from Mexico city.
They **ate** enchiladas at an old restaurant.
They walked to the Alameda park.
They **bought** clothes at the shopping center.
They **slept** at the hotel.
They **watched** the objects at the Anthropology Museum.
They **played** at the Sonora market.

Activity 24

Raul: **Good morning, policeman.**
Policeman: Good afternoon. May I help you?
Raul: Yes, **Where is the Café Tacuba?**
Policeman: The restaurant you are asking for is on the street of Tacuba.
Raul: **How do I get there?**
Policeman: Walk three blocks straight, turn left and on your right hand side you'll see the restaurant.
Raul: **Thank you.**
Policeman: You're welcome.

05 Mi vida en otra lengua Apendices.indd 263 10/3/12 1:38 PM

Activity 25

Here you have an example of how you can answer to Maria:

> Maria, Alex, Raul and I were visiting some old places here downtown as well, so I think we can meet with you. We walked all day long, and I showed this guys a lot of things that they had never seen! It's incredible how much they have to learn. See you soon, XOXO.

Activity 26

1. Take the children to the park. Don't let **them** watch T.V.
2. My grandmother is unique. I love **her** very much.
3. Don't help me with the task. I can do **it**.
4. Why are you angry with Alex? Go and talk with **him**.
5. I will go to the supermarket. Come with **me**.
6. We are going to a museum. Why don't you come with **us**?
7. Are you planning a trip? I want to go with **you**.
8. Where are my shoes? You are wearing **them**.

Activity 27

1. The weather is **often** cold in December.
2. Ana and Maria are **always** late.
3. I **never** met him before.
4. I will **sometime** visit them in their house.
5. She **hardly** meets her friends in Facebook.
6. Your son is **usually** late for his tennis practice.
7. He **frequently** goes to Church.
8. I will **always** remember you.

Activity 28

Last Sunday my family and I went to Xochimilco, and I had a really nice time listening to the mariachis while I ate some quesadillas. I got there by tren ligero, which goes all the way to the Embarcadero of Nativitas, but it was a bit difficult because there were not enough trains. One of the problems was that I got out of my house at two o'clock in the afternoon, which is really late, because I decided to have a really great breakfast. After a ride in the trajinera called "Lupita", me and my friends from Puebla decided to go to Coyoacán to eat something. I had a craving for molletes, so I had ones. Then we walked around the central plaza, and we didn't buy anything because we didn't have any money left: the trajinera was so expensive we had nothing but dust in our pockets! After realizing this, I took them to the bus station and went back home late at night, around ten o'clock. It was so much fun!

05 Mi vida en otra lengua Apendices.indd 264 10/3/12 1:38 PM

Unit 4

Activity 1

1. A fortune cookie is a crisp cookie usually made from flour, sugar, vanilla, and oil with a "fortune" wrapped inside.
2. The message inside may also include a Chinese phrase with translation or a list of lucky numbers used by some as lottery numbers.
3. Some 3 billion fortune cookies are made each year.
4. Yes, they are.
5. There is evidence of old small family bakeries making obscure fortune cookie-shaped crackers by hand near a temple outside Kyoto, Japan.
6. Immigrant groups in the United States popularized them in the early 20th century, basing their recipe on a traditional Japanese cracker.

Activity 3

1. I **will be** very happy if you come.
2. **Will** you **come** to my house? No, I **won't / will not.**
3. They **will not / won't tell** me the truth.
4. **Will** he **marry** her? Yes, he **will.**
5. My parents **will travel** around the world.
6. Don't worry. I **will lend** you some money.
7. Do you think she **will get** the job?
8. Ana **will** probably **arrive** at 8 0'clock.

Activity 6

1. Negative: I'm not going to visit my aunt.
   Interrogative: Am I going to visit my aunt?
   Yes, I am.
2. Negative: Ana is not / isn't going to write a letter.
   Interrogative: Is Ana going to write a letter?
   No, she isn't / is not.
3. Negative: Alex and Raul aren't / are not going to play soccer.
   Interrogative: Are Alex and Raul going to play soccer?
   Yes, they are.
4. Negative: Raul isn't / is not going to sing a song.
   Interrogative: Is Raul going to sing a song?
   No, he isn't / is not.
5. Negative: I'm not / I am not going to dance with you.
   Interrogative: Am I going to dance with you?
   Yes, I am.

05 Mi vida en otra lengua Apendices.indd 265 10/3/12 1:38 PM

6. Negative: They aren't / are not going to wash their hands.
   Interrogative: Are they going to wash their hands?
   No, they aren't / are not.

Activity 7

1. What am I going to do with it?
2. What am I going to wear?
3. Where is she going to hang it?
4. Who are they going to invite?
5. How am I going to make it?
6. How many are they going to come?

Activity 8

Your questions can be like the ones we suggest below.
Who am I going to be in loved with?
Why am I going to be alone?
What am I going to do with my life?
Where am I going to travel in five years?
How am I going to die?

Activity 9

After writing it down, check if you have covered the following aspects. Draw a cross in the box if you have done it.

	YES	NO
Did you write the sentences in future tense using going to+verb?		
Did you use expressions of time such as tomorrow, soon, perhaps, later, then, at once?		
Did you establish at what time you are going to do the activities?		
Did your paragraph describe six activities?		
Did you read the paragraph out loud and checked the spelling of the words you wrote?		

Activity 11

1. Wait here and I will get an aspirin for you.
2. I am going to wash the car.
3. What color are you going to paint it?
4. I will call / I'll call the fire brigade immediately.
5. It's quite easy. I will show you.
6. Yes, I am going to buy something for dinner.
7. Will you get some from the shop?
8. I think it's going to rain.

05 Mi vida en otra lengua Apendices.indd 266 10/3/12 1:38 PM

Activity 13

1. **Are you visiting** your parents next year?
2. Come to my house next Friday. I'm / I **am having** a party.
3. She **is not coming** with me tomorrow.
4. They **are leaving** early in the morning.
5. Is he going to school next week?
6. I'm / I am staying home for a weekend.
7. My brother is not calling us next Christmas.
8. Are we spending a week with my grandparents?
9. Alex is playing soccer next Sunday.
10. Ana is meeting the director in the evening.

Activity 16

Your e-mail can look like this one:

For: missesgomez@hotmail.com

Matter: Invitation

Hello Misses Gómez,

I'm writing you because I want to ask for your permission to invite Juan to a trip I'm going to do with my family. We are going to Valle de Bravo next week. My parents, my sister and my dog are coming with us. My father is going to drive us there and we are going to stay at my grandparent's house. We are planning on stay for a week so we will come back on Sunday the 5th at seven o'clock in the afternoon. I think we are not going to spend a lot of money, because my grandparent's are taking care of everything.

I would be really glad to have your permission.

Hope you have a nice day,

Ara.

Activity 17

1. Would speak
2. Would spend
3. Will seat
4. Would read
5. Would always arrive
6. Will win
7. Would repeat
8. Would help

05 Mi vida en otra lengua Apendices.indd 267 10/3/12 1:38 PM

Activity 18

1. If I won the lottery I would buy a new car.
2. If I won the lottery I would go on vacations.
3. If I won the lottery I would buy a house on the beach.
4. If I won the lottery I would invite my friends to dinner.
5. If I won the lottery I would buy lots of books.

Activity 22

Male	Female	Both
Bachelor	woman	president
Barber	Stewardess	assistant
Man	actress	Cashier
Actor	spinster	clerk
businessman	policewoman	Director
Waiter	waitress	Manager
Policeman	Hairdresser	Typist
steward	Businesswoman	secretary

Activity 23



Activity 24

1. Veterinarian
2. Lawyer
3. Architect
4. Dentist
5. Engineer
6. Mathematician
7. Biologist

05 Mi vida en otra lengua Apendices.indd 268 10/3/12 1:38 PM

8. Journalist
9. Psychologist
10. Archaeologist

Activity 31

1. Steve Jobs told three stories of his life. The stories were "Connecting the dots", "Love and lose" and "Death".
2. He talks about experiences of his life.
3. No, he didn't.
4. Two companies that Steve Jobs created are Apple and Pixar.
5. T
6. T
7. T
8. F

Activity 32

1. The flight **will leave** at 10 o'clock.
2. Look at those clouds. I think it's going to rain.
3. I'm hungry. I will make a sandwich.
4. I know he will be very successful.
5. Ana is going to meet Maria tomorrow afternoon.
6. I promise you I will finish my homework soon.
7. When are you going to visit me next year?
8. Who do you think will win the elections?

Activity 33

Examples:

1. I'm going to work all day long.
2. You are going to dance with your best friend.
3. It is going to rain in the afternoon.
4. They are going to ask many questions.
5. He is going to stay home.
6. We are going to speak to the manager.
7. I'm going to give you a surprise.
8. She is going to try to do it better.

Activity 34

1. **Would** you **like** some coffee?
2. He would like to help us.
3. I would prefer to stay home.

05 Mi vida en otra lengua Apendices.indd 269 10/3/12 1:38 PM

4. I think it would be correct to let them know.
5. Would you please stay here?
6. I would do it if I could.
7. He would not trust in what he said.
8. You would make me a great favor.

To finish

Use the next chart to evaluate your work.

Evaluation aspects	Deficient (0)	Regular (1)	Good (2)	Very good (3)	Your evaluation
Use of verbs (regular and irregular) in all past tenses	Doesn't apply verbs in past tense, applies them badly in the grammatical structures	Uses some verbs in past expressions and repeats them regularly throughout his writing	Uses verbs (regular and irregular) in past tense, but confuses some of them	Uses verbs (regular and irregular) in all of the past tenses	
Use of auxiliary did in expressions	Doesn't use auxiliary did in any expression	Uses badly the auxiliary did with a lot of difficulty in a few past expressions	Uses auxiliary did in a correct way in most of the negative expressions	Uses auxiliary did in a correct way in all of the negative expressions	
Uses and applies the past progressive (was/were)	Doesn't use expressions in past progressive	Uses past progressive expressions with a lot of difficulty	Uses past progressive in a correct way	Uses and applies the past progressive	
Use of the vocabulary given throughout the module	Almost no use of vocabulary related to the biography	Uses very few vocabulary and writes words with a lot of spelling mistakes	Uses a lot of the vocabulary related to the subject and has a few spelling mistakes	Uses the vocabulary given throughout the module and writes it correctly	
Total:					

If you have 12 to10 points your work was very good or good.

If your have 9 to 7 points you have to check your work again, see your mistakes and rewrite your Project.

If you have 6 or less points try again (o "go back") because you had problems. It is necessary to practice your writing skills by writing about some situations that have happened to you, for example: what did i eat yesterday and whit whom?, what did I do during last weekend?, among others. The most important thing is to use the past tense, the auxiliary verb "did" and the progressive past.

Remember that you could go to the Centro de Servicios de Preparatoria Abierta to work with your assessor and clarify your doubts.

Am I ready?

1. b
2. a
3. d
4. b
5. d
6. c
7. a
8. b
9. d

05 Mi vida en otra lengua Apendices.indd 270 10/3/12 1:38 PM

10. c
11. a
12. c
13. b
14. d
15. a
16. c
17. d
18. a
19. b
20. a
21. c
22. a
23. c
24. b
25. d
26. a
27. b
28. d
29. c
30. a
31. d
32. b
33. a
34. b
35. c
36. d
37. b
38. a
39. c
40. d
41. d
42. d
43. a
44. b
45. c

05 Mi vida en otra lengua Apendices.indd 271 10/3/12 1:38 PM

Appendix 2

Grammar reference and Word list

UNIT 1 What are you doing?

SECTION 1 I'm planning a trip

Present progressive		
Affirmative		
Subject	**Be + verb with –ing**	**Complement**
I	am reading	a book.
You, we, they	are reading	a book.
He, she, it	is reading	a book.
Negative		
Subject	**Be + not + verb with –ing or Contraction (pronoun + be) + not + -ing**	**Complement**
I	am not reading	a book.
	I'm not reading	a book.
You, we, they	are not reading	a book.
	You're/We're/They're not reading	a book.
He, she, it	is not reading	a book.
	He's/She's/It's not reading	a book.
Interrogative		
Be	**Subject**	**Verb with -ing**	**Complement**
Am	I	reading	a book?
Are	You, we, they	reading	a book?
Is	He, she, it	reading	a book?

Present progressive short answers (yes / no answer)
Yes, subject + be **No, subject + be + not or** **Contraction (pronoun + be) + not**
Yes, I am. No, I am not. No, I'm not. Yes, you, we, they are. No, you , we, they are not. No, you're , we're, they're not. Yes, he, she, it is. No, he, she, it is not. No, he's , she's, it's not.

05 Mi vida en otra lengua Apendices.indd 272 10/3/12 1:38 PM

Personal pronoun and forms of the verb to be in present	
Personal pronoun	**Verb to be in present**
I	am
You	are
He	is
She	is
It	is
We	are
They	are

Rules to add –ing to a verb	
When a verb ends in –e, you drop the –e before adding –ing.	make – making
When a one syllable verb ends in a vowel and consonant, you double the consonant before adding –ing.	run - running
When a verb ends with –y you just add –ing.	lay - laying
When a verb ends in –ie, you change the –ie to –y and add –ing.	die – dying
In all other cases you just add –ing.	work – working

Wh- questions	
Where indicates place:	Where are you going? To the library.
When indicates time:	When are you leaving? Tomorrow night.
Who indicates person:	Who are you? I'm a worker
Why indicates reason:	Why are you sad? Because I can't find my pet.
What indicates thing or reason:	What is this? It's a magazine. What are you doing? I'm studying.
How indicates way to do or state of being:	How can I help you? Giving me a ride to my house. How are you? Fine, thank you.

Wh- questions interrogative form				
Wh- Question	**Auxiliary verb**	**Subject**	**Verb**	**Complement**
Present: What	does	he	like	most?
Present Progressive: Who	are	you	talking	to?
Past: Where	did	you	go	yesterday?
Past Progressive: How	was	he	feeling	last week?
Future: When	will	you	visit	me?

05 Mi vida en otra lengua Apendices.indd 273 10/3/12 1:38 PM

Appendix 2

Word list					
Time and Dates	**The Weather**	**Natural Disasters**	**Clothes**	**Accessories**	**Celebrations**
spring	rainy	earthquake	dress	watch	custom
summer	sunny	ice break	jacket	wallet	tradition
fall	cloudy	tornado	blue jeans	handbag	ceremony
winter	snowing	hurricane	scarf	earrings	Christmas
	foggy	thunderstorm	shirt	bracelet	Christmas Eve
Monday	windy	volcanic eruption	shoes	ring	Independence of Mexico
Tuesday	dry	flood	socks	sunglasses	Day of the Dead
Wednesday	cold	avalanche	skirt	necklace	
Thursday	ice	storm	tie	portfolio	
Friday	warm	tsunami	belt	hat	
Saturday	hot	droughts	suit	cap	
Sunday	mild		pants		
January			blouse		
February			T-shirt		
March			high heeled shoes		
April			low heeled shoes		
May			sneakers		
June			boots		
July			bathing suit		
August			sandals		
September			trousers		
October			turtle neck sweater		
November			coat		
December			short sleeved blouse		

SECTION 2 What did you do?

Auxiliary do / does / did	
Present Tense: Auxiliary Do / Does	Past Tense: Auxiliary Did
Affirmative: I open the door. He opens the door. Negative: I don't open the door. He doesn't open the door. Interrogative: Do I open the door? Does he open the door? Yes / No: Yes, I do. / No, I don't. Yes, he does. / No, he doesn't.	Affirmative: I opened the door. He opened the door. Negative: I didn't open the door. He didn't open the door. Interrogative: Did I open the door? Did he open the door? Yes / No: Yes, I did. / No, I didn't Yes, He did. / No, he didn't

05 Mi vida en otra lengua Apendices.indd 274 10/3/12 1:38 PM

Past tense			
Affirmative			
Subject	**Regular Verb (-ed)**		**Complement**
I, you, he, she, it, we, they	Played		in the park.
Negative			
Subject	**Auxiliary past didn't / did not**	**Simple Verb (without –ed)**	**Complement**
I, you, he, she, it, we, they	didn't or did not	play	in the park.
Interrogative			
Auxiliary Did	**Subject**	**Simple Verb (without –ed)**	**Complement**
Did	I, you, he, she, it, we, they	play	inthepark ?

Past tense short yes / no answers		
Yes / No	**Subject**	**Auxiliary did / didn't**
Yes,	I, you, he, she, it, we, they	did
No,	I, you, he, she, it, we, they	didn't

Adding –ed ending to regular verbs	
When the simple form of the verb ends in *–e*, you only add **–d.**	change – changed
When the simple form of the verb ends in *–y*, you change it to *–i* before adding **–ed**.	study – studied.
When a one-syllable verb ends in one vowel + consonant, you double the consonant (excepting c,w,x or y) before adding **–ed.**	plan – planned (Exception: allow – allowed.) omit – omitted (the last syllable sounds stronger)
When a verb of more than one syllable ends in vowel + consonant, the consonant is doubled before adding **–ed** if the last syllable is stressed. If the last syllable is unstressed, the consonant is not doubled.	visit – visited (the last syllable doesn´t sound strong).

Verb be past tense: was / were			
Personal pronouns	**Affirmative**	**Negative was + not or contraction**	**Example**
I, he, she, it	Was	Was not / Wasn't	I was hungry. I was not hungry. I wasn't hungry. (the same for he, she, it)
We, you, they	Were	Were not / Weren't	We were hungry. We were not hungry. We weren't hungry. (the same for you, they)

05 Mi vida en otra lengua Apendices.indd 275 10/3/12 1:38 PM

Appendix 2

Past progressive			
Affirmative			
Subject	**Be + verb in –ing**		**Complement**
I, he, she, it You, we, they	was reading were reading		a book. a book.
Negative			
Subject	**Be + not + verb in –ing or Contraction (wasn't / weren't) + -ing**		**Complement**
I, he, she, it You, we, they	was not reading wasn't reading were not reading weren't reading		a book. a book. a book. a book.
Interrogative			
Be	**Subject**	**Verb – ing**	**Complement**
Was Were	I, he, she, it You, we, they	Reading Reading	a book? a book?

Past progressive short answers (yes / no answer)	
Yes, subject + be No, subject + be + not or Subject + contraction (wasn't / weren't)	
Yes, I, he. she, it was. No, I, he, she, it was not. No, I, he, she, it wasn't.	Yes, You, We, They were. No, You , We, They were not. No, You, We, They weren't.

Connectors while and when	
While gives more emphasis to the time, the duration of the action. While is used in past progressive and simple past to say that something happened in the middle of something else. While I was reading, my mother came.	**When** refers to a specific or punctual action. Its meaning changes if used in past or past progressive. When Tom arrived, we had dinner. (Past: Tom arrived, then we had dinner) When Tom arrived, we were having dinner. (Past Progressive: Tom arrived, we already started dinner)

Word list				
Pastimes			**Expressions of time**	
indoor	dice games	nature	at the moment	a long time ago
outdoor	drawing	painting	every day	yesterday
adventure	golf	paper craft	next	last night/week/month/year
board games	hide and go seek	rappelling	now	tomorrow
camping	hiking	sailing	right now	next day/week/month/year
canoeing	hill walking	tennis	this morning/afternoon/evening	day after tomorrow
card games	jewelry making	valley	this week	in three days
climbing	jogging	video games	an hour ago	
cooking	knitting	water sports		
darts	mountain bike	zip-wire		

05 Mi vida en otra lengua Apendices.indd 276 10/3/12 1:38 PM

SECTION 3 We had fun!

Irregular verbs					
Simple Form	**Past**	**Simple Form**	**Past**	**Simple Form**	**Past**
be	was / were	grow	grew	set	set
beat	beat	hang	hung	shine	shone
become	became	have	had	shoot	shot
begin	began	hear	heard	shrink	shrank
bend	bent	hit	hit	sing	sang
bet	bet	hold	held	sink	sank
bite	bit	hurt	hurt	sit	sat
bleed	bled	keep	kept	sleep	slept
break	broke	know	knew	slide	slid
bring	brought	lay	laid	speak	spoke
build	built	lead	led	spend	spent
buy	bought	leave	left	spring	sprang
can	could	lend	lent	stand	stood
catch	caught	let	let	stick	stuck
choose	chose	light	lit	sting	stung
come	came	lose	lost	strike	struck
cost	cost	leave	left	string	strung
cut	cut	make	made	sweep	swept
dig	dug	mean	meant	swim	swam
do	did	meet	met	swing	swung
drink	drank	pay	paid	take	took
drive	drove	put	put	teach	taught
eat	ate	quit	quit	tell	told
fall	fell	read	read	think	thought
feed	fed	ride	rode	throw	threw
feel	felt	ring	rang	understand	understood
fight	fought	run	ran	wake	woke
find	found	say	said	weep	wept
fly	flew	see	saw	wet	wet
get	got	sell	sold	win	won
give	gave	send	sent	write	wrote
go	went				

05 Mi vida en otra lengua Apendices.indd 277 10/3/12 1:38 PM

Appendix 2

Simple past irregular verbs			
Affirmative			
Subject	**Irregular Verb**	**Complement**	
I, you, he, she, it, we, they	Wrote	a letter.	
Negative			
Subject	**Auxiliary past didn't / did not**	**Simple Verb**	**Complement**
I, you, he, she, it, we, they	didn't or did not	write	a letter.
Interrogative			
Auxiliary Did	**Subject**	**Simple Verb**	**Complement**
Did	I, you, he, she, it, we, they	write	a letter?

Simple past irregular verbs short yes / no answers		
Yes / No	**Subject**	**Auxiliary did / didn't**
Yes,	I, you, he, she, it, we, they	did.
No,	I, you, he, she, it, we, they	didn't / did not.

Word list				
Food, drink and meals			**Health and Well Being**	**Aches and diseases**
eggs	grease	rice	good habits	stomach ache
beef	grilled	roast beef	bad habits	headache
bread	meal	salad	exercise	back ache
breakfast	meat	sauce	smoking	sore throat
calorie	milk	shrimp	drinking	rash
carrot	mushrooms	snack	drugs	ear ache
cereal	water	soda	doctor	cough
chicken	oil	sugar	dentist	fever
chilli	onion	sweet	balanced diet	cold
cilantrro	pasta	tea	sleeping	
fish	peach	tomato	hygiene	
fried	pepper	vegetable	energy	
fruit	pizza	yoghurt		
garlic	potato			

05 Mi vida en otra lengua Apendices.indd 278 10/3/12 1:38 PM

UNIT 2 I didn't know about it!

SECTION 1 Talking about the past

Comparative and superlative forms			
Rule	**Adjective**	**Comparative**	**Superlative**
When the adjective is one syllable, you just add **–er** or**–est**.	cheap	cheaper	cheapest
When the adjective ends in *–y*, you change it to *–i* before adding **–er** or **-est.**	pretty	prettier	prettiest
When the adjective ends in vowel + consonant, you double the consonant before adding **–er** or **–est**.	big	bigger	biggest
When the adjective is two or more syllables, you use **more** / **less** or**most** / **least.**	intelligent	more intelligent less intelligent	most intelligent least intelligent

Irregular adjectives		
Irregular adjective	**Comparative**	**Superlative**
good	better	best
bad	worse	worst
far	further	furthest
little	less	least

Regular plural forms	
Rules	**Examples**
Add **–s** after words ending in consonant and *–e*.	nose – noses cheek – cheeks
Add **–es** after words ending in *-s,-ss,- x,- sh,- ch,- z* and *-o*.	glass – glasses wish – wishes tomato - tomatoes box – boxes buzz - buzzes beach – beaches bush – bushes
Change the *-y* to *-i* and add **-es** if there is a consonant before the *–y*.	baby – babies
Add **–s** after the *–y* if there is a vowel before it.	toy – toys
Change *–f* or *–fe* to *–v* and add **-es**.	calf – calves wife – wives

Irregular plural forms	
man – men	child – children
woman – women	foot - feet
louse – lice	tooth - teeth
bacterium – bacteria	mouse – mice
goose – geese	louse – lice

05 Mi vida en otra lengua Apendices.indd 279 10/3/12 1:38 PM

Appendix 2

Always plural
Scissors trousers pants tongs binoculars jeans shoes earrings glasses
Deer, sheep and fish are always the same in singular and plural form.

Foreign plural forms
A few nouns of Greek or Latin origin retain their original plurals.
analysis – analyses basis - bases crisis - crises
datum – data curriculum - curricula

Expressions of time		
Use AT with times and expressions.	**Use ON with days and dates.**	**Use IN for months, years, seasons and periods of time.**
at 5'oclock, at lunch, at lunch at the age of… at the same time… at the moment… at Christmas / at Easter at night at the weekend	On March On 12 December On Saturday On Friday evening	in April in 2012 in winter in the 20th century in a few minutes

Word list	
Family	**Stages of Life**
great grandparents	baby
great grandmother	toddler
great grandfather	child
grandparents	adolescent
grandmother	young adult
grandfather	adult
parents	middle age
mother	senior adult
father	birth
uncle	childhood
aunt	adolescence
cousin	adulthood
niece	
daughter	
son	
brother	
sister	

05 Mi vida en otra lengua Apendices.indd 280 10/3/12 1:38 PM

SECTION 2 Let's talk about celebrations

Uncountable nouns	
Rules	**Example**
Is a word or an abstract idea that you can't count	Money, news, coffee, information, water. Knowledge, etc.
Uncountable nouns don't have plural form.	luggage - luggages (wrong)
They are not preceded by *a* or *an*.	Ana needs information. (correct) Ana needs an information (wrong)
Uncountable nouns use **how much**, **much, a lot of, some** or **any.**	How much information do you need? Ana needs a lot of information. Ana needs some information. Ana doesn't need any information.
Most common uncountable nouns used in English.	News, traffic, weather, work, luggage, chaos, advice, behavior, trouble, bread, permission, information, furniture, etc.

Countable nouns	
Rules	**Example**
Is a word that you can count and are preceded by **a** or **an.**	A newspaper, a car, an animal, an idea.
Countable nouns have plural form.	Trees, children, women, boats, fish, shoes, etc.
Countable nouns use **how many, many, a lot of, some** or **any**.	How many apples do you need? I need a lot of apples. I need some apples. I don't need any apples.

Some / any / a lot of	
Some is used in affirmative sentences and means a little, a few, a small number or amount.	I have some bread.
Any is used in negative sentences or questions and means one, some or all.	I don't have any bread.
A lot of means many or much.	I have a lot of bread.

Word list				
Celebrations		**Parties**		**Holidays**
celebrate	funeral	birthday cake	invitations	Battle of Puebla
firework	bridal shower	candles	host	Mexican Independence
new year	baby shower	balloons	food	Mexican Revolution
baptism	birthday	fireworks	drinks	1985 Earthquake
first communion	anniversary	guests	music	
confirmation	silver wedding anniversary	presents	dance floor	
marriage	golden wedding anniversary	live music		

05 Mi vida en otra lengua Apendices.indd 281 10/3/12 1:38 PM

Appendix 2

SECTION 3 Talking about world's events

Word list		
Discoverers and Inventors	**World's events**	**Inventions and discoveries**
Thomas Alva Edison	Olympic Games	car gasoline
Brothers Wright	World Cups	light bulb
Alexander Graham Bell	World War II	telephone
Alexander Fleming	polonium and radiation	
Madame Curie	telegraph	
John L. Baird	cinematographic projector	
Karl Benz	television	
Augusto and Louis Lumiere	relativity theory	
Albert Einstein	penicillin	
J. Samuel Morse	flight in aircraft	
Charles Darwin	theory of evolution	

UNIT 3 What happened to you?

SECTION 1 Where did we buy a present?

Subject and object pronouns			
Singular	**Plural**	**Singular**	**Plural**
Subject pronoun I You He She It	Subject pronoun We You They	Object pronoun Me You Him Her It	Object pronoun Us You Them

Word list					
Public Places			**Beverages**	**Snacks**	**Plastic**
computer game stores	japanese restaurant	park	juice	popcorns	disposal plates
computing store	ice cream parlor	supermarket	tea	peanuts	disposal glasses
coffee shop	pet store	theater	soft drinks	fried potatoes	plastic cutlery
shoe store	book store	drugstore	water	cheese	trash bags
toy store	stationery shop	sports store	beer	balloons	
italian restaurant	music store	travel agency	wine		
mexican restaurant	gym	bus station			
bank	cinemas	post office			
barber shop	hospital	markets			
restrooms	library	hotels			
department store	museum	landmarks			

05 Mi vida en otra lengua Apendices.indd 282 10/3/12 1:38 PM

SECTION 1 We had fun as tourists!

Adverbs of frequency	
never	Least Frequent
rarely	
seldom	
hardly ever	
occasionally	
sometimes	
generally	
often	
regularly	
frequently	
usually	
always	Most Frequent

Expressions of frequency		
Every day		
Once		week
Twice	a	month
Three time		year

UNIT 4 I will be a lawyer!

SECTION 1 What am I going to do?

Future tense (will + verb)			
Affirmative			
Subject	**Will + Verb**	**Complement**	
I, you, he, she, it, we, they	will write	a letter.	
Negative			
Subject	**Auxiliary won't / will not**	**Simple Verb**	**Complement**
I, you, he, she, it, we, they	won't or will not	write	a letter.
Interrogative			
Auxiliary Will	**Subject**	**Simple Verb**	**Complement**
Will	I, you, he, she, it, we, they	write	a letter?

Future tense (will + verb) short yes / no answers		
Yes / No	**Subject**	**Auxiliary will /won't**
Yes,	I, you, he, she, it, we, they	will.
No,	I, you, he, she, it, we, they	won't / will not

05 Mi vida en otra lengua Apendices.indd 283 10/3/12 1:38 PM

Appendix 2

Future tense (be+going to + verb)			
Affirmative			
Subject	**Contraction (pronoun + be form) or Be + going to + verb**		**Complement**
I	I'm going to write am going to write		a letter. a letter.
You, we, they	You're/we're/they'regoing to write are going to write		a letter. a letter
He, she, it	He's/she's/it's going to write is going to write		a letter a letter
Negative			
Subject	**Contraction (pronoun + *be* form) or Be +not + going to + verb**		**Complement**
I	I'm not going to write am not going to write		a letter. a letter.
You, we, they	You're, we're, they're not going to write are not going to write		a letter. a letter.
He, she, it	he's, she's, it's not going to write is not going to write		a letter. a letter.
Interrogative			
Auxiliary am, is, are	**Subject**	**Going to + verb**	**Complement**
Am	I	going to write	a letter?
Are	you, we, they	going to write	a letter?
Is	he, she, it	going to write	a letter?

Future tense (be+going to + verb) short yes / no answers		
Yes / No	**Subject**	**Verb /contraction + not**
Yes, No,	I	am. I'm not
Yes, No,	you, we, they	Are you're not / you aren't. (the same for *we* and *they*)
Yes, No.	he, she, it	is. he's not / heisn't (the same for *she* and *it*)

Future forms: will or going to	
You use will + verb when you decide to do something at the time of speaking. You have not decided before. Example: You look sick. I will call the doctor. (you decided at that moment)	You use be +going to + verb when you have already decided to do something. Example: Turn on the T.V. I'm going to watch the news. (you already decided to watch the T.V.)

05 Mi vida en otra lengua Apendices.indd 284 10/3/12 1:38 PM

Word list		
Expressions in future		
Soon	A week from now	The day after tomorrow
Later	Next month	In two years
Tomorrow	In two years	Next year
Next week	A year from now	At noon
In a few minutes	At three o'clock	In a while

SECTION 2 I'm looking for a job

Would	
Would is the past of will.	He will go. He would go.
Would is used to express future but in past.	He said he would go tomorrow.
Would is used to express repeated or habitual actions in the past.	When he was a kid, he would always go to the beach.
Would is used as a conditional form using if.	If he didn't have a headache, he would be at the party.

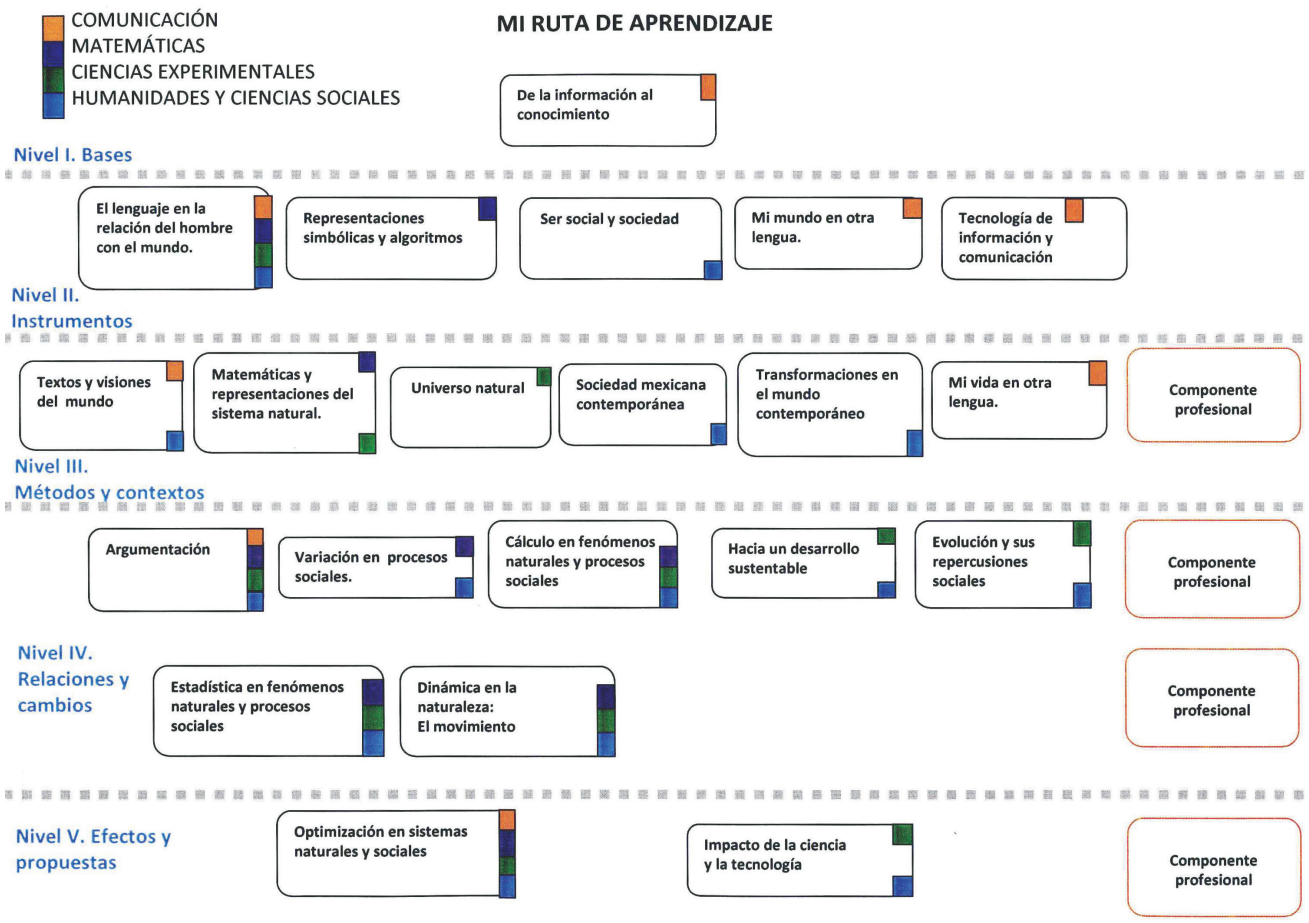
Word list			
Professions	**Trades and Jobs**		
mathematician	plumber	president	assistant
veterinarian	policeman	barber	waitress
lawyer	painter	actress	waiter
architect	carpenter	clerk	secretary
dentist	fireman	hairdresser	steward
archaeologist	salesman	President	stewardess
psychologist	driver	manager	cashier
journalist	postman	clerk	businessman
biologist	gardener	director	businesswoman
engineer	waiter	typist	actor

SECTION 3 My personal life project

Word list	
life project	long term goals
personal life project	college
professional life project	career
short term goals	employee
medium term goals	

05 Mi vida en otra lengua Apendices.indd 285 10/3/12 1:38 PM

Appendix 3



05 Mi vida en otra lengua Apendices.indd 286 10/3/12 1:38 PM

Appendix 4

Consultation on information Internet sources

La información es un punto nodal para la sociedad de hoy. Diferenciarla, manejarla y utilizarla son acciones básicas para nosotros los miembros de la sociedad del siglo XXI y por ello hay que acercarse a ella. Saber qué hacer es el primer paso.

La información se define como el conjunto de datos sobre algún fenómeno determinado; se obtiene de diversas formas, como la observación o la búsqueda intencionada. En el primer caso es natural pero en el segundo no. Para aprender se utilizan las dos pero para estudiar se usa principalmente la segunda.

La información se obtiene de fuentes primarias y secundarias, escritas, orales y visuales, mediante medios impresos, electrónicos y personales. El conjunto de datos por obtener es tan amplio que después de obtenidos se deben analizar, pues no todo lo percibido o encontrado es certero y confiable y tampoco responde de manera puntual al objeto de estudio.

En estos días es común el acceso a la información a través de Internet o red global de información a la que se llega y se mantiene por medio de computadoras. Son millones y millones de datos, documentos, imágenes, fotografías lo que se almacena y a lo que uno tiene acceso. Por eso, diferenciar entre una buena información y la información basura es difícil. Los siguientes son algunos consejos o recomendaciones para guiar tu búsqueda.

1. Para distinguir el valor de la información para ti debes planear el objetivo antes de comenzar a buscar. Los siguientes criterios de búsqueda pueden ayudarte: ¿qué voy a buscar?, ¿qué quiero saber de lo que voy a buscar?, ¿para qué lo estoy buscando?
2. Es muy importante que no busques saber TODO de un tema. Entre más específica sea tu búsqueda, mayor oportunidad tienes de encontrar rápida y fácilmente la información. Puedes caer en dos errores:
   a) Especificar demasiado las cosas.
   b) Dejar sin especificar las cosas.
3. Define qué sabes. Para comenzar a investigar hay que partir de tus conocimientos previos. Lo que ya conoces te servirá para realizar tu investigación y para diferenciar datos correctos de los incorrectos, los útiles de los inútiles.
   a) Asegúrate que la información que tú conoces previamente es correcta.
   b) Asegúrate que la información que es actual.
   c) Recuerda que, aunque no sepas del tema, sí sabes cómo comenzar a buscarlo.
4. Decide dónde y cómo vas a buscar.
5. Pregúntate: ¿qué palabras voy a utilizar?, ¿qué criterios de búsqueda? Tienes que enlistar las palabras clave para tu búsqueda. Conforme avances, agrega más palabras clave.

05 Mi vida en otra lengua Apendices.indd 287 10/3/12 1:38 PM

6. Planea la búsqueda de acuerdo a tu nivel de conocimientos: vas a investigar algo muy básico o más avanzado. Los mejores lugares para comenzar a informarte son diccionarios, enciclopedias, las lecturas sugeridas en los libros de texto, las páginas de Internet "oficiales" (aquellas del gobierno, de las organizaciones importantes (como la ONU, la UNICEF), páginas de universidades de prestigio (como la UNAM, el IPN) Estas páginas "oficiales" tienen CONTROL sobre sus contenidos por lo que la información encontrada, aunque puede ser subjetiva (que depende de un punto de vista), es la "oficialmente correcta".

   Es muy importante que pongas MUCHA ATENCIÓN en tus primeras lecturas. Debes encontrar información correcta. Para ello es necesario que compares los datos obtenidos entre sí.
7. Busca y consulta la información utilizando un buscador (el que te va a encontrar dónde, de todo el Internet, está tu tema).

   Algunos buscadores son:

   - mx.yahoo.com
   - www.google.com.mx
   - mx.altavista.com

   Si quieres noticias probablemente las encuentres en:

   - www.bbc.co.uk/mundo/index.shtml
   - mx.reuters.com
   - mx.news.yahoo.com

   Si buscas libros los puedes encontrar (además de en una librería) en:

   - books.google.es
   - www.booksfactory.com/indice.html
   - www.ucm.es/BUCM/atencion/25403.php

   Si lo que deseas son diccionarios:

   - rae.es/rae.html
   - www.diccionarios.com
   - www.elmundo.es/diccionarios

   ¿Qué opciones del buscador me conviene utilizar?
   Los buscadores presentan algunas opciones tales como:

   - Opciones de Búsqueda: Incluye "buscar videos", "buscar imágenes", "buscar noticias", "búsqueda en español", "búsqueda en México" etc. Lo que hacen es especificar tu búsqueda.
   - Dentro de "búsqueda avanzada" podrás elegir cómo preferirías que te ayudara a buscar. Utilizando las opciones de: "buscar con las palabras" y "que

05 Mi vida en otra lengua Apendices.indd 288 10/3/12 1:38 PM

no contenga las palabras" puedes hacer tu búsqueda aún más pequeña y te será más fácil encontrar lo que quieres.

8. Una vez obtenida la información: analiza. Los puntos más importantes ahora son: ¿es lo que necesito?, ¿qué tan bueno es el contenido?, ¿qué tan confiable es el autor?, ¿cuáles son algunos lugares de donde viene la información?

Rodrigo Zepeda Tello. "Guía básica para el manejo de Internet", en Liliana Almeida et al. (2011). Ciencia Contemporánea ¿Para qué? México: Edere/Esfinge, pp. 142-148.

05 Mi vida en otra lengua Apendices.indd 289 10/3/12 1:38 PM

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